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AMERICAN VOCATIONAL Journal

VOLUME 24 • MAY 1949 • NUMBER 5

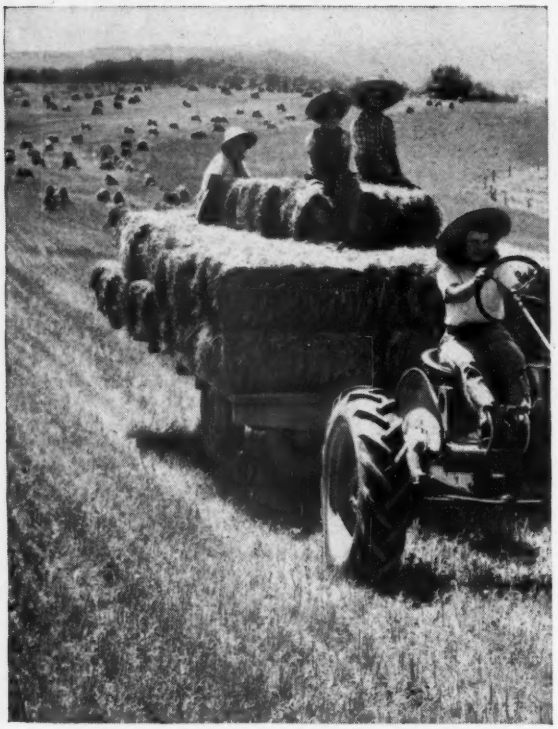
The AVA extends its congratulations to the new U. S. Commissioner of Education, Dr. Earl J. McGrath

Photo courtesy Federal Security Agency

IN THIS ISSUE

- ✓ *Veteran Farming Training*
- ✓ *The Significance of Client-Centered Counseling*
- ✓ *Practical Nurse Education*
- ✓ *A Vocational Rehabilitation Program*

CONSERVATION - *Family Style*



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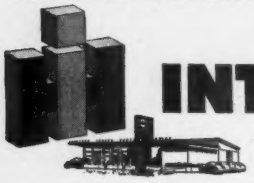

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AMERICAN VOCATIONAL Journal

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EDITOR-IN-CHIEF:

L. H. Dennis
Executive Secretary
American Vocational Association, Inc.
1010 Vermont Avenue, Washington 5, D. C.

MANAGING EDITOR:
G. F. Theroux
American Vocational Association, Inc.
1010 Vermont Avenue, Washington 5, D. C.

EDITORS:

AGRICULTURE

BUSINESS—M. A. Browning
State Board for Vocational Education
Austin, Texas

HOME ECONOMICS—Mary Gillespie
State College
State College, New Mexico

INDUSTRIAL—Thomas Diamond
University of Michigan
Ann Arbor, Michigan

INDUSTRIAL ARTS—R. Lee Hornbake
University of Maryland
College Park, Maryland

PART TIME—R. L. Welch
State Board for Vocational and Adult Education
Madison, Wisconsin

REHABILITATION—O. F. Wise
State Dep't of Education
Montgomery, Alabama

VOCATIONAL GUIDANCE—C. E. Partch
Rutgers University
New Brunswick, N. J.

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IN THIS PAGE

Editorial Page 2
Veteran Farming Training 3
Apprentice Training—Vocational Education Conference 6
Education for Economic Advancement 7
Henry Ford Trade School Instructors 8
The Significance of Client-Centered Counseling 9
Training DE Teachers 11
New AVA Publications 12
Diesel Training 14
Practical Nurse Education 15
Part-Time Occupational Education 16
Vitalizing Your Summer School Program 17
Work Experience for Teachers 18
John Callahan, Wisconsin State Superintendent, Honored 19
Instruction for Instructors 20
Geology as a Vocation 21
Human Resources 23
A Coordinated Program for Vocational Rehabilitation 24
Association News 27
Personals 28
Books and Bulletins 29
Atlantic City Hotel Reservation Blank 31
Index to Advertisers 32

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

COVER PHOTO

The new United States Commissioner of Education, Dr. Earl J. McGrath, courteously received a committee of AVA leaders who were in Washington on AVA business. Other AVA members and leaders will undoubtedly see Dr. McGrath in his new position on many future occasions. The AVA has always given strong support and willing cooperation to the U. S. Office of Education and looks forward to a continuation of this fine relationship between the two organizations. We wish Dr. McGrath every success in carrying out the responsibilities of his new position.

ARE YOU PROUD TO BE A VOCATIONAL TEACHER? . . . . *Editorial*

RECENTLY I read a report of a "home visit" in Guam, made by the homemaking teacher out there —a visit to what the teacher called a typical Guamanian family. The youngest girl, 20 years of age, studied homemaking in high school for half of the day and taught in a native school the other half. This family had lived through the Japanese occupation, raised vegetables for the Japanese, been in a Japanese concentration camp and suffered all of the other privations and humilities put upon them by the conquerors. After the homemaking teacher heard the girl's story, she said, "I think the thing she (the girl) told about which delighted me most was the pride she said she felt when the Japanese asked her if she had been an American school teacher. She said she 'was so proud to tell them she was, that she nearly burst. She said she was sure her eyes must have shown it.' "

There are thousands of vocational school teachers in the United States. Would our eyes show our pride if asked the question which the Japanese officer asked this native Guamanian girl? We do have much of which to be proud. We have long been at the front in using progressive methods. We believe in *learning through use,* not learning and then using. We believe in *studying real things,* not just reading about things. We believe in students' *learning in real situations,* not imaginary ones.

In industrial education we teach boys, girls, men and women in real shops. In distributive education we place students in real stores. In agricultural education boys study on real farms through their home projects. In homemaking education girls study in real homes through their homemaking projects. Yes, vocational teachers are at the front in functional education. That is one thing of which to be proud.

Vocational educators are being asked to help develop educational programs in many foreign countries. They are in Germany, in Greece, in France, in Italy, in Korea, in Japan, and in the islands of the Pacific. They are helping in rehabilitating occupied countries. They are helping to develop new educational programs in conquered countries. They are helping to teach people in other nations our democratic way of living, our philosophy of the value of work, our belief in individual dignity, in democratic family life, in equal rights, in majority rule and in progress through compromise. Grant that they now reach only a comparatively few people, but, like a pebble dropped in a pool, the ripples of influence and reform will spread through the years and generations to come. All this is cause for pride in vocational teachers.

Vocational teachers have a morale, a professional comradeship all their own, much more so than English or Mathematics, or Science teachers. These other groups have sometimes expressed envy of us. Perhaps it is our A.V.A.; perhaps our state and regional conferences; perhaps a consciousness of belonging to a special group which has had its struggle for recognition; perhaps it is the comradeship of battle. Whatever the cause, it, too, is something of which to be proud.

So vocational teachers, like the Guamanian native teacher and homemaking student, can well say they are proud to be American teachers—teachers of vocational education. They can well let their eyes show their pride!

MAUDE WILLIAMSON,
Vice President, Home Economics Education,
American Vocational Association.

AMERICAN VOCATIONAL ASSOCIATION, INC.

OFFICERS

E. L. WILLIAMS, President
Texas A&M College
College Station, Texas

L. H. DENNIS, Executive Secretary
American Vocational Association, Inc.
1010 Vermont Ave., N.W.
Washington 5, D. C.

CHARLES W. SYLVESTER, Treasurer
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San Luis Obispo, Calif.

DONOVAN R. ARMSTRONG,
V.P. Business Education
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VETERAN FARMING TRAINING

JAMES F. GALLANT
Essex County Agricultural School
Hathorne, Mass.

L. C. LILES, JR.
Teacher of Vocational Agriculture
Timberlake, N. C.

J. K. COGGIN, N. C. STATE COLLEGE

A North Carolina veteran's purebred Hereford herd, a result of the Veterans' Farm Training Program

THE Veterans Farmer Training Program, made possible through the educational benefits provided by the "G. I. Bill of Rights" for returned servicemen, has proved to be the largest and most popular out-of-school adult training program in many rural communities. Besides its value to the vocational training of many thousands of young men, the program has made very substantial contributions to the nation in its furthering of modern farming methods, increased use of farm machinery, higher productivity through approved practices, and greater soil conservation.

In our Southern States particularly the Veterans Farmer Training Program has been outstandingly successful. Real income has risen, the value of farm property is up through permanent improvements, and the future of southern agriculture protected by systematic crop diversification—an important stride away from the "corn-cotton-tobacco" soil exhaustion of the past. Stock raising has notably increased, including beef cattle in addition to the traditional hogs.

In New England, where dairy farming and orchards have been long popular as best suited to the soil and climate, the Veterans Farmer Training Program has been equally significant in its real value to the improvement of agriculture and to the daily lives of the farm population. A fruit farm presents many managerial and operational business problems in addition to those of actual production. A young man in the veterans' program must learn not only the techniques and methods of modern fruit-growing, but also the ways of business in the efficient handling of harvesting and packing labor, market analysis, and general managerial skills necessary to the successful operation of a responsible fruit business.

The stories of a few young veteran farmers in North Carolina and Massachusetts, representative of the young men now enrolled in the Veterans Farmer Training Program in their respective areas, will illustrate the value of the program and the very real importance of this type of training.

In North Carolina

In most high schools in North Carolina the largest out-of-school groups in adult training are those in the Veterans Farmer Training Program. For example, at the Helena School in Person County there are 72 students with five full-time assistant teachers of agriculture. They receive 200 hours of classroom and shop instruction and 100 hours of on-the-farm instruction each year in agriculture. This agricultural training program is administered by the State Board of Education, under the supervision of Mr. A. L. Teachey.

Last year these students completed 375 shop projects in the Helena School Shop. Most of these projects were swine self-feeders and waterers, wall shop cabinets, farm work-benches, paint and supply cabinets, sawhorses, and portable tool boxes. Perhaps the most appreciated construction project was a farm desk made by each second year veteran student. These desks were fashioned after a regular teacher's desk such as those to be seen in most of our classrooms.

Some of the outstanding students and the progress that they have made as observed or reported by the assistant teachers of agriculture are as follows: Thomas Horton of the Mt. Tirzah community in Person County recently purchased a purebred Guernsey sire from Dr. William Moore of Raleigh. Thomas is gradually getting into the dairy business. Alva Clayton and Vennoy Day, Veterans Farmer Training students of the Surl community, are perhaps the only farmers in Person County with Hereford swine. Fred Gentry of the Allensville school district is really in the hog business and has been grazing the gilts and sows on Ladino and Orchard grass mixture all summer. These gilts and sows could not keep the pasture grazed close enough so Fred purchased four foundation Hereford beef animals. Thomas Pearce and his brother Barnett also have gone in for Hereford beef cattle. They recently purchased 18 head, six of which are purebred. Thaddeus Wilkerson of the Bushy Fork section in Person County has decided that Black Angus beef animals are just the breed for his fine pasture grass on rolling land, so he invested about $1,500 in 10 Angus cows and one purebred sire. Clyde Bowling and Frank Moore of the Mt. Harmony section have just recently purchased foundation beef animals.

Veterans Farmer Training students all over North Carolina—and there are over 25,000—are getting the jump over a lot of farmers by following approved prac-

J. K. COGGIN, N. C. STATE COLLEGE

An individual survey of farm machinery is made for each enrolled veteran

tices recommended by the Experiment Station, in growing at least 50 to 100 bushels of corn to the acre. Last year students in training at Helena School averaged a fraction over 50 bushels to the acre on over 100 acres measured. A number of the students have hybrid corn which will likely yield 100 bushels to the acre this year.

G. I. students are also going in strong for mechanization. A number of students have recently purchased tractors and tractor equipment. Harold Brooks keeps all of his equipment under a machinery shed when not in use. All of his farm equipment is kept painted and properly maintained. Frank Moore, Clyde Bowling, Newton Allen, Bennie Bradsher, Maxie Wrenn and Cecil Robinson are other students like Harold who have been fortunate enough to purchase tractors and the equipment that is needed with tractors to make farming a little easier.

About 90 per cent of all Veterans Farmer Training students working in cooperation with the Soil Conservation Service of the Dan River Watershed have a SCS plan. During the past two years several miles of terraces have been constructed. For example, Melvin Ashley of the Hurdle Mills community last year terraced 50 acres of cropland and used the string row method of laying off rows in his tobacco fields. Meadow strips, contouring of corn rows, strip cropping, and seeding border edges are other conservation practices that have brought about a "new look" on the farms of G. I.'s in Person County. Last but not least of the soil conservation practices that are making the veterans' farms look green in winter are several hundred acres of permanent pastures established in the past two years. Alfalfa has also been established on a number of farms operated by veterans enrolled in training.

The veterans of World War II are indebted to the Congress of the United States for making it possible for veterans who have decided to farm to receive the same educational benefits as those who go to college. The Veterans Administration and the local boards of education in rural areas are providing training which will increase the standard and mode of living on thousands of farms of veterans who gave four and five years of their life in World War II.

In New England

The training of World War veterans has become a post-war specialty at the Essex County Agricultural School at Hathorne, Massachusetts. An average of about 110 veterans is under instruction, some on an assembled basis and others on full-time placement training. A special corps of instructors is employed for this work who do nothing but the training of veterans on the job. Two case studies of this type of training program are presented herewith.

Harold M. Kelly of Beverly, Massachusetts, was graduated from the Essex County Agricultural School in 1942. After a period of naval service he took action on plans he had made while in the service for training in agriculture. While in the service he had inherited a New Hampshire farm which had previously carried poultry and fruit enterprises. Feeling that he was not quite ready to operate the farm on his own, he signed up for a four-year training program under the school. The first two years of this program were on a placement training or employed basis where he could obtain the required high-level operational and managerial skills necessary to carry on successfully the business he contemplated in New Hampshire. The last two years of the program will be on an establishment basis on his own farm.

Kelly is now working for a leading fruit grower in Essex County. On this farm he is getting the kind of experience that he will need when he operates his own fruit business. On this farm up-to-date methods are employed, modern machinery is used, and the employer is of the highest grade and cooperates fully. Kelly performs all the jobs to be done on the place, and many of them are of a managerial nature. He is given a good deal of responsibility, such as handling harvesting and packing labor, doing spraying and dusting jobs, selling fruit, etc. He is consulted on the important problems, and as a matter of fact the employer, the student, and the agricultural instructor frequently confer on current problems on the farm.

Each week Kelly receives a visit from Instructor C. M. Wood of the school staff. This visit features a three-hour lesson and is conducted at a specified time on a given day. The time may be changed (although this is rarely done) by either the instructor or the student for good reason, such as the pressure of seasonal work, if sufficient advance notice is given.

The lesson usually deals with a current problem of the farm. Kelly spends at least seven hours each week in study preparing for the lesson. He writes up each lesson in a large-sized loose-leaf notebook for Mr. Wood's inspection and rating. Discussion follows and questions are answered, and demonstrations and other instruction are given. The lessons are labeled, numbered, dated, and indexed. Kelly also keeps in a small pocket-sized notebook a record of the daily jobs performed, hours worked, money earned, and other important observational notes for future reference. Instructor Wood records on the visit slip the highlights of the instructional period and notes the assignment for the next lesson. Besides textbooks, the study material includes federal and state bulletins, publications,

and periodicals. Current clippings from periodicals loaned by the instructor have been useful as collateral reading material to stimulate interest, broaden perspective, indicate sources of information, etc. Kelly has attended many county and state fruit growers' meetings in Essex and neighboring counties.

Before the event of World War II, Dominick A. Villanti of Ipswich, Massachussetts, was an engineer in New York State. He raised pigeons and squabs as a hobby, and he looked forward to the day when he could operate a poultry business of his own. After serving as a locomotive engineer in the ETO during the war, Villanti was able to take the first step on his road to establishment as a poultryman.

In May of 1946 Villanti enrolled at the Essex County Agricultural School for a four-year program, with two years' placement training and two years' establishment. Through the cooperation of the Marini Farm in Ipswich, veteran Villanti is making amazing progress in acquiring the necessary skills for successful, high-level management of a poultry farm. He took over the management of 2,000 layers, 1,000 broilers, 1,500 capons, 3,000 pullets and cockerels for breeding on range, and 300 turkeys. He soon learned killing and dressing (semi-scald machine picking) of fowls, broilers, roasters, and turkeys, as he had to keep a fresh supply in the farm freezers throughout the season.

According to Mr. Louis M. Moseley, his visiting agricultural instructor, he successfully used sulphaguanadine against coccidiosis. He has persistently maintained low mortality and high production (75 to 80 per cent).

Showing outstanding interest in work and study, he has learned from every available source, i.e., specialists from the school, specialists from the feed companies,

ESSEX COUNTY AGRIC. SCHOOL, HATHORNE, MASS.

A veteran receives instruction in pruning on the job

ESSEX COUNTY AGRIC. SCHOOL, HATHORNE, MASS.

Spraying Fruit Trees in the Veteran Program in Massachusetts

and from standard reference textbooks and poultry bulletins. Villanti is probably one of our most aggressive students. On September 28, 1946, with short notice and no special preparation, he took the examination required in Massachusetts for breeder-selectors. He passed this examination and is now qualified to select breeding stock on farms where eggs are sold for hatching under the selective breeders' program.

Just recently he began to practice caponizing, and Mr. Moseley plans to give him several demonstrations during the season to prepare him for his job of caponizing 1,000 six-week-old cockerels this year. Mr. Moseley has noted four improved practices which Villanti has put into effect on the Marini Farm.

1. Trays installed at entrance to all brooder and growing pens with disinfectant mats (for checking spread of disease).

2. Effective use of hydrated lime in deep litter. Kept litter dry (in fact he started with wet litter which he treated with hydrated lime and then spread on a layer of lime) on floors that have previously never been dry except by complete change.

3. Constructed disposal pit (sanitary disposal of dead and diseased).

4. Cod liver oil in scratch was fed to pullets when first confined to laying quarters last fall and for the first time on the farm no soft shell pullet eggs were dropped. (This may be a coincidence, but the theory is that the calcium was more readily assimilated.)

Starting on September 1, the Marini brooding program called for 1,500 chicks per month. Villanti has full responsibility for the poultry interests on the Marini Farm, and to date he has successfully reared 13,400 chicks, and more are coming each month. Mortality has rarely exceeded 2 per cent per batch.

Now as the program expands, dressing off broilers and roasters, cleaning brooder houses for new batches, etc., Villanti would be swamped but for the assistance of his co-worker, Johnnie Lee Jackson, a Negro veteran from Georgia. Jackson is training on the same program, but is taking a more general course, including vegetable growing, fruit production, dairying, and poultry, and he is dependable in the field, in the dairy barn, and with poultry. Recently due to the pressure of Villanti's work, Jackson has taken over the management of 2,000 layers. Production has been maintained and all work done promptly, even allowing Mr. Marini to spend several weeks at his farm in Florida.

(*Continued on page* 18)

Standing, left to right: E. K. Jenkins, Assistant Director, Bureau of Apprenticeship; M. Norcross Stratton, Massachusetts State Director of Vocational Education; L. H. Dennis, AVA Executive Secretary; C. L. Greiber, Wisconsin State Director of Vocational Education; Charles W. Sylvester, AVA Treasurer; J. C. Woodin, AVA Vice President for Industrial Education; William J. Moore, Assistant Director, Bureau of Apprenticeship; Raymond W. Gregory, Assistant U. S. Commissioner of Education; M. M. Hanson, Edward E. Goshen, and Ansel R. Cleary, Assistant Directors, Bureau of Apprenticeship. Seated, left to right: William F. Patterson, Director, Bureau of Apprenticeship; Maurice J. Tobin, U. S. Secretary of Labor; E. L. Williams, AVA President

APPRENTICE TRAINING — VOCATIONAL EDUCATION CONFERENCE

In order to establish a practical basic philosophy for the cooperative program involving apprenticeship and its related vocational training program, a conference was held April 1, 1949, in the conference room of the U. S. Department of Labor, Washington, D. C., between representatives of the Bureau of Apprenticeship and the American Vocational Association. The two groups have been cooperating for a number of years with increasing effectiveness, and it is planned to increase cooperative arrangements on state and local levels by setting forth clearly the responsibilities and inter-relationships of both groups.

Co-chairmen of the Conference were Mr. E. L. Williams, President of the American Vocational Association, and Mr. William F. Patterson, Director, Bureau of Apprenticeship. Conference members were, for the American Vocational Association, in addition to President Williams: L. H. Dennis, Executive Secretary, Washington; J. C. Woodin, Vice President, Kansas; Charles W. Sylvester, Treasurer, Maryland; C. L. Greiber, State Director of Vocational Education, Wisconsin; and M. Norcross Stratton, State Director of Vocational Education, Massachusetts. Representing the Bureau of Apprenticeship were, in addition to Director William F. Patterson, Messrs. William J. Moore, E. K. Jenkins, Edward E. Goshen, Ansel R. Cleary, and M. M. Hanson, Assistant Directors. The U. S. Office of Education was represented at the Conference by Dr. Raymond W. Gregory, Assistant Commissioner. Co-secretaries were Mr. A. R. Cleary of the Bureau of Apprenticeship and Mr. L. H. Dennis, Executive Secretary, American Vocational Association.

Co-chairman Patterson briefly outlined previous efforts of the two groups to develop effective cooperation, and pointed out that results were even better than expectations. Mr. Patterson referred particularly to the articles on apprenticeship which have been published in the *American Vocational Journal* since the meeting of the two groups held at Laconia, New Hampshire, in the spring of 1946. Co-chairman Williams expressed the continuing interest of the American Vocational Association in the joint effort to improve and extend the training of apprentices, and gave illustrations of the need for clear-cut statements of policy to guide future efforts. Wisconsin State Director C. L. Greiber reported on a recent all-day conference of local directors of vocational education in Wisconsin, devoted to a discussion of the philosophy of apprentice training and the various areas of cooperation between vocational educators and the Bureau of Apprenticeship. Massachusetts State Director M. Norcross Stratton outlined the accelerated program in effect in his state which provides apprentices six full-time weeks in a vocational school, and pointed out how such a period could well serve as a "screening" process in the selection and adjustment of apprentices.

The Conference agreed unanimously to appoint a committee of five persons to develop some statements for consideration by the Conference, the committee to be composed of two representatives each from the Bureau of Apprenticeship and the AVA, and one representative of the Vocational Division, U. S. Office of Education. This committee will meet at Magnolia, Massachusetts, on June 18 and 19, immediately following the Apprentice Training-Vocational Training meeting to be held there. Next meeting of the Apprentice Training - Vocational Education Conference is planned for July 29 and 30 at the Nittany Lion Inn, State College, Pennsylvania.

EDUCATION FOR ECONOMIC ADVANCEMENT

PAUL CLELAND

THE United States has long cherished a belief in education as a means of heightening productive power. The rate at which the policies and practices of education rise will have direct bearing on the rate at which our economic power rises. If this statement held true to form in all of its aspects, our problem of developing our educational system would be almost nil. However phenomenal the development of our existing academic educational system, it would fail to meet the needs of the vast scholastic population if several manual and technical training courses were not included. Approximately 70 per cent of the gainfully employed persons are engaged in work requiring some manual skills and technical knowledge.

It is apparent that a program of vocational training, including manual and technical courses, is indispensable in the training program of our national student body, which is the largest in the world. In many European countries, the manual and technical training required by skilled and unskilled occupations is fulfilled by a four-year period of apprenticeship. In the period of early American history, this practice of learning through practical apprenticeship was adhered to, but, as time went on, the training of our population for these occupations was gradually severed from this means of learning to our contemporary formal system of educational institutions.

In the historical development of systematic occupational preparation, considerable changes have been undergone in all countries. As production in separate industrial workshops increased, the home, which for centuries had been the center of occupational training, offered fewer and fewer opportunities until today only on farms is there any identity between family life and life in the chosen trade.

The family has outgrown its natural bonds, which were based on simple, natural biological factors. This growth from a natural unity was accompanied by advancement in complexity of our society from a simple, social organization centered about the basic family group to a superficial complex social structure.

Accompanying this development of social organization, we also have a growth in the industrial procedures of the world from a simple industrial workshop type of production to the complicated mass and assembly line production.

This thought that complicated industry based on manual, mechanistic, and technical work has replaced agricultural, fishing, forestry and domestic pursuits can be further substantiated by the following statistics[1] which include one hundred years of advancement in American industrial history:

Industry	*1840*	*1940*
Agriculture, fishing, and forestry	77.6%	18.3%
Mechanical industries, trade, and professional, public, domestic, and personal service	22.4%	81.7%

Even these basic forms of occupational pursuits which were common a hundred years ago are still participated in by a goodly portion of our employed population. However, many of the activities which are undergone in these fields of occupation have become mechanized and technological in practice.

It is up to the school system of the United States to offer a sufficiently versatile and elastic educational training program to fulfill the needs of the occupationalists of tomorrow who are the students of today.

Such acts as the post-Civil War Child Labor Act, compulsory schooling laws which lengthened the average school period, and the Land Grant or Morrill Act which was instrumental in developing agricultural and mechanical education on the college level paved the way for the introduction of technological and industrial training developments in our educational program.

It is the ultimate aim of the American educator to establish three separate institutions to supply adequately the qualities needed for the student to follow his avenue of learning. The academic institution would prepare the student for participation in one of the many professional fields or it would prepare him for future upper division work toward his selected profession. The technical institution would prepare the student for further technical training which is attained in many of the engineering and scientific colleges throughout the United States or it would prepare him for immediate technological employment. The third type of institution would be that of the vocational school. This institution would train its students for participation in various vocational jobs such as the many service jobs and those included in the skilled and unskilled labor occupations.

It is also the aim of the educator to link this training period of secondary and upper division work with the immediate entrance by the student in his occupational endeavor. A program such as this would insist upon the cooperation of the school authorities with management and organized labor. Without this cooperation, the teaching group could not prepare an adequately instructive program, and management would not know where to go to seek its employees with the program of formal schooling offering the only source of supply.

This program of linking formal schooling with the occupation period would also lessen the time between the completion of the school period and the period of occupation, thus keeping school-leaving youth away from dead-end jobs or no employment at all. This in turn would eliminate many of the problems of juvenile delinquency which have developed through the years because of this unoccupied period of developing youth.

[1] Condensed from a table in: Alfred Kahler and Ernest Hamburger, "Education for an Industrial Age," p. 26, Cornell University Press, 1948.

The system of apprenticeship learning will always be needed in training journeymen for the different trades. However, this period of practical training inside the walls of industry can be greatly lessened if the student is prepared in his school for the definite occupation which he is going to follow. This period of apprenticeship will also be greatly aided by a period of formal schooling in preparation for employment in that the school program will adhere to the Gestalt theory of subject matter presentation, thus giving the pupil the full picture of the job which he will encounter and thereby encouraging him to be more aggressive in his approach to the learning situation.

Another aim of the educators of today is to regulate the school programs so that they will fit the optimal matrix of the students' needs. The classroom time required to teach different subjects varies with each one. Such courses as aeronautical mechanics, automotive mechanics, carpentry and metal work require quite lengthy periods of classroom training, whereas courses such as mathematics, languages and theoretical sciences need less classroom time but much more outside study and research. If the same amount of time is given to algebra as is given to woodshop for classroom work, the time spent in the algebra class would be wasted and that of the woodshop class cramped; therefore, we need a definite gradation of classroom time to suit the needs of each individual course.

The program for offering a training in the basic fundamentals of education consists of the vocational, academic and technical divisions. Each division is given a definite job to fulfill in the teaching of our youth in preparation for future occupational pursuits. Together they form the backbone of our educational system.

The first of these three divisions, whose aim it is to instill the desire to acquire competency in one or another occupational field, is the vocational school. These schools were greatly aided in their development by the installation of public schools which replaced the Colonial academies and other private institutions. It is the policy of these schools, in fulfilling their aim, to include in their curriculum several cultural subjects and an extensive shop-work program. These together, presented in a good pedagogical manner, help make up a good basic vocational, educational program.

The second division of school systems is that of the academic school. It is the purpose of this school to prepare its students for college work. This type of school is the oldest in the United States, and it has given birth to the two other divisions of educational institutions. The greater portion of our professional world is supplied with personnel who have studied in the various academic schools throughout the nation.

The third, and perhaps most important and certainly the newest division of the educational system, is that of the technical institutions. With our highly technologically developed system of civilization, the work these technical schools do in training our technicians and engineers is invaluable. There are three principal divisions of this system of technical training. In order of chronological sequence, they are: The technical high school, which trains youth for engineering, mechanics and other technological pursuits; the junior college, which further trains the high school graduate in preparation for future occupation; and the third, and certainly the most highly developed of the technical schools, the technical institutes which have been greatly influenced by individuals of superior technical knowledge through their endowment. Many of these institutes are immature in their development in relation to other upper division institutions throughout the nation. However, the work which these schools have accomplished is of an extremely valid nature.

The ideal educational system of the United States would include a well-rounded presentation of academic, technological and vocational preparatory courses. It has been proved that there is a definite need for mechanical and technological training to keep our system of education in pace with the ever advancing modernistic technological world. It is our duty, as educators of the future, to understand the need for this increase in technological and vocational training so that we may influence the policy makers of tomorrow's educational system to develop a supremely well-rounded educational system in America.

HENRY FORD TRADE SCHOOL INSTRUCTORS RECEIVE CERTIFICATES

Dean W. E. Lessenger, Wayne University, awards certificates as S. D. Mullikin, Superintendent of Henry Ford Trade School, calls names of instructors. James Blair is receiving his certificate

Special recognition at a banquet was given to 45 Henry Ford Trade School, Dearborn, Michigan, instructors by Wayne University recently as they entered the last phase of their training for a Smith-Hughes certificate.

Supt. S. D. Mullikin said these men began to study about two years ago after they felt they could be of greater service to students once they became familiar with the latest techniques in teaching. The instructors plans were carried out through a Faculty Study Committee. The ages of these men range from 31 to 65 years. Several are back in school as students for the first time in 40 years.

All of the men are skilled tradesmen and hold journeymen's cards.

The Certificates of Professional Attainment were awarded by Dr. W. E. Lessenger, dean of the College of Education, Wayne University. Dean Lessenger spoke highly of Henry Ford Trade School's working with Wayne University. He said that this project fits into the philosophy of the University, "It belongs to the people in the community and it works for the people in the community."

Ralph C. Wenrich, assistant superintendent of public instruction in charge of vocational education in Michigan, discussed "Vocational Education in the Years Ahead."

ELIZABETH T. SHEERER
Assistant Professor
Iowa State College of Agriculture and Mechanic Arts

The Significance of Client-Centered Counseling

NONDIRECTIVE or client-centered counseling as developed by Carl R. Rogers is relatively new. Roger's book, "Counseling and Psychotherapy," describing the basic principles and techniques of this type of counseling, was published as late as 1942, and yet it has been apparent for some time that this system of psychotherapy has implications that go far beyond the boundaries of professional counseling—to teaching, to parent-child, employer-employee, and other human relationships as well. It is the writer's belief that whenever a person has as his goal helping other individuals to become happier, more mature, responsible, independent human beings, the achievement of that goal will depend largely upon the extent to which the person recognizes and utilizes certain basic principles which are applied in client-centered counseling.

The first principle is suggested by the same "client-centered counseling." What does it mean? For one thing, it means that in the conference the client does more than 50 per cent of the talking. Also, the client, not the counselor, chooses the topic for discussion and the direction the conversation will follow. There is no subtle attempt by the counselor to steer the client in one direction or another or to cut off an expression of any thoughts or feelings.

There are several reasons why the conference is kept client-centered. First, the person who has the problem knows far more about himself than the counselor can. The client alone is able to bring out all of his thoughts, feelings, and the facts of the situation which must be seen before a solution can be reached. Because this is true many find it more of a hindrance than a help to collect information and opinions about the client from his instructors, parents, or others. Second, personality reorganization like physical growth takes place from within, not by having external pressure applied. A mother does not help her child grow physically taller by pulling or stretching his legs. Instead she helps by providing a wholesome environment—fresh air, nourishing food, etc. These are taken into the body where the body itself, not the mother, organizes them into forces for growth.

A second principle is acceptance. The counselor or teacher who truly accepts an individual *listens* to him, attempting to understand the feelings, values and meanings which are being expressed. In responding the counselor expresses no shock, disgust, approval or disapproval, agreement or disagreement, metes out no reward or punishment. The Christian exhortation "to judge not" is not mere idealism; it is perfectly sound, practical psychology. This can be seen in the case of Miriam Crane, a young married college woman who flounced into the counselor's office with this announcement, "I want a divorce. I suppose *you* will try to talk me out of it."

She went on to say that she had been married a year, that both she and her husband were attending college, and that she felt her marriage was a burden. It seemed to her that the marriage was all a big mistake. Miriam had come to feel that she was too young for marriage and was beginning to regret the fact that she had missed the desirable social life of the single college girl and was also beginning to think that she should have had a chance for a professional career. She wound up by saying, "I don't know why I married him in the first place. I never was in love with him."

Supposing the counselor had been unable to accept such an attitude and had replied, "Surely you don't mean that. You are probably just a little bit upset about something. There must be some good in the marriage." Could you honestly expect that to net anything more than some such disgusted retort, as "That's what you think"?

The reason for such an answer would be simple. No one can reorganize his thoughts and feelings while they are being attacked from the outside. This is true, I believe, even when the person who is doing the attacking has the kindest intentions in the world.

In Mrs. Crane's case the counselor's actual response was quite different. First, she listened. She listened as courteously and carefully as one would listen to the conversation of an honored guest. She listened objectively, forming no moral judgment. In her manner there was warmth, and she tried to understand not the words, but the *feelings* the girl was expressing. Her response to Miriam's initial outburst was something like this, "You're miserably unhappy and want desperately to be free from your marriage."

But how could she remain so calm? She could do it because she felt that what unhappy Miriam needed was not advice but a chance to express all her feelings without interruptions, to someone who would understand, not condemn nor sympathize, just understand the way she felt. And then, when those feelings were out of the way, she could go ahead and talk about her difficulties in a more objective, reasoning way. She would dare to look at all sides of the question. She would not need to continue to defend doggedly one side of it. In other words, the counselor was confident that if she could provide conditions conducive to a real self-evaluation and an honest evaluation of the situation, Miriam herself would be able to find a more satisfactory solution.

It actually turned out that way. Miriam did not get a divorce. As she talked things over with the counselor she came to see that she could not blot out the past and start all over as though she had never been married. She saw that she had not clearly thought through just what she did want out of life. Also, she began to feel that she had no right to ruin her husband's life and

that her own best hope for happiness lay in working it out within her marriage.

The story has a happy ending. A year and a half after Miriam had decided to accept the challenge and responsibility of her marriage she returned to visit the counselor. She was a changed person, now the radiantly happy and proud mother of a six-months-old baby. The feelings she expressed about her marriage now were quite different as this statement shows: "I don't know whether I want to finish school or not." She added proudly, "It keeps me busy taking care of a wonderful husband and daughter."

Paradoxical as it may seem the principle of acceptance holds that we help the individual exchange negative, self-destructive attitudes and behavior for more mature, more rewarding attitudes and behavior by refraining from trying to make him change.

Complete acceptance of others is difficult. It demands rigid self-discipline until acceptance becomes an automatic, spontaneous reaction. But it is infinitely helpful. In fact, sometimes the results seem almost miraculous in the swiftness with which they occur. A teacher who has recently begun to study and to attempt to apply these principles we are discussing here cited an example recently. A student who had been enrolled in a professional course taught by this teacher telephoned her to say, "Miss Jones, that C you gave me certainly was a blow. I was so sure I would get a better grade." Miss Jones said, "My first reaction was defense. I immediately began to justify that grade. Suddenly I realized that I was not helping the student. I had been too involved in defending myself to think of her. Then I made a real effort to understand her feeling and to show that I did, and when I said to her, 'You really feel that you got more out of that course than a C grade indicated,' a remarkable thing happened. She said, 'That's right.' However, she went on immediately to say, 'Well, I realize, too, that I haven't had the background for your course that the other girls had, and actually, much as I enjoyed the course and feel that I got a lot out of it, the work I produced really wasn't on a par with what the other girls were able to do.'"

A third principle is the very cornerstone of nondirective counseling—the principle of respect. It is regarded as essential for the counselor to grant equal and full respect to each and every client as a unique human being of worth and dignity, to have faith not only in his right but also in his *capacity* to diagnose his own problems and choose his own solutions, to direct his own life, *if* he is provided with a right kind of environment for making these decisions.

It is this capacity within the client upon which the nondirective counselor relies rather than relying upon his own powers. His goal is not to try to think for his counselee but to create conditions which will free the latter to do his own thinking constructively.

This respect is not mere social respect of the kind that we grant to the bank president or the Phi Beta Kappa. It is a respect that is granted to every human being regardless of what his behavior may be. To respect human personality implies that we assume that each person is doing the best that he sees how to do in his life situation, no matter how it may look to us. It implies that we truly grant him the right to hold values and attitudes which we do not share and which we could not accept for ourselves. This respect implies a realization of the fact that behind every bit of behavior there is a reason.

The teacher or counselor who resorts to sarcasm, threats, criticism of the person as a person, attempts to probe into his thoughts and feelings or to impose his own opinions and values is not only behaving in an immature way himself but actually represents a threat to the wholesome, personal development of the people with whom he works.

In counseling a basic respect implies that we keep appointments faithfully and that we do not violate confidence by discussing with *anyone* else anything that the client has discussed in the counseling situation.

A fourth and equally important principle is responsibility. It holds that, if a counselor or teacher wishes to help a pupil solve a problem and to grow in ability to meet the problems of life, he must be consistent and firm in refusing to assume the responsibility for choosing a solution for him. The situation is somewhat analogous to teaching a child arithmetic. No child ever learned to work problems of long division by turning to the teacher for each answer to each problem. As long as we make decisions about personal problems for our students, just that long do we make it literally impossible for them to grow up. To think that even the wisest of counselors can *solve* a problem *for* another person is a delusion. As one college student remarked during a conference, "When other people tell you what to do somehow the answer doesn't stick. Even if you do what they say, you keep wondering if it really was right. You don't feel any better about your problem deep down inside of you."

So long as a counselor or teacher makes decisions for a student he makes it possible for that student to avoid the only thing that can really help him—the *real labor of thinking*. To grant another the right to make his own decisions implies, of course, (1) granting him freedom to make mistakes, (2) that the client must bear the consequences of his own decisions, and (3) that the counselor will not intercede with other people on behalf of the client outside the counseling situation.

As teachers we can provide excellent and broad information and experience to give our students the raw material for making decisions. As teachers and counselors we can grant every student complete acceptance and respect, genuine freedom and opportunity to discuss the things most important to him and to direct his own course of action without any subtle or tactful guiding on our part. I believe that to do this much well is to to make a great contribution to democratic education. To give our young people any less is to deny the basic tenets of democracy and affirm the philosophy of totalitarianism.

WHY VOCATIONAL EDUCATION?

"Today America stands at the cross-roads with regard to the question as to what kind of a system of public education should be supported at public expense. Shall its dominating purpose be to serve the few or the many? Shall it help selected groups only or everybody? Shall it train a superior group only for leadership or every one for intelligent service . . . according to his real ability to contribute? Shall its dominating purpose be to prepare 'superior persons' or everybody for service of some kind to this nation?"—C. A. Prosser, as quoted in *MVA Viewpoints*, the official publication of the Minnesota Vocational Association.

WHAT'S AHEAD?

TRAINING D. E. TEACHERS

LOUISE S. HITCHCOCK
Department of Distributive Education
Fairmont State College
Fairmont, West Virginia

DISTRIBUTIVE education is mushrooming all over the country. But one fundamental lack—the need for teachers—is retarding the full development of this field of vocational education.

The coordinators have been doing a wonderful job. They are the people who have made distributive education click. Basing their training on an important economic need and on sound vocational education principles, they have built a solid foundation for education in distributive occupations.

But distributive education is now coming of age. It is time we offered a planned program of preparation to our own people. Fairmont State College is one of a number of colleges that are offering such a program. It is governed by the philosophy that five areas of study are needed by distributive education teachers: general education, technical education, professional education, practical occupational experience, and teaching experience.

The teacher coordinator needs general education in order to possess a wide, cultural background. This enables him to talk with people in all walks of life without prejudice, and without a feeling of inferiority. It also gives him the basic skills needed in English and mathematics. The subjects included in this area are English composition and literature, speech, mathematics (review of fundamental processes), physical and biological sciences, social sciences, and physical education. Recommended over and beyond these are art, music, and library science.

EUGENE VOCATIONAL SCHOOL

Part-time cooperative retail selling class

The teacher coordinator needs a strong technical education in the field of distribution because he cannot hope to teach high school pupils and to speak the language of merchants unless he has thorough knowledge in every phase of retailing. Technical education includes the study of principles of retailing, salesmanship, merchandise information, merchandising mathematics, marketing, store management, display, personnel management, principles of advertising, and a few specialized courses such as interior decorating, fashion fundamentals, and money, banking, and credit.

The teacher coordinator needs professional education. He must have the same foundation of philosophies and principles of learning as every other teacher, plus the special skills for handling a functional vocational subject. The study of educational psychology, principles of teaching in secondary schools, organization and administration of distributive education, coordination and supervision, development of instructional materials, visual aids, and guidance are important in this area.

The teacher coordinator needs practical occupational experience. Without this important training, a teacher coordinator might have job intelligence acquired from books, but when it came to practical, on-the-job problems and skills he would be lost. He might know how things ought to be done and why they should be done that way, but he would be unaware of the many acceptable methods practiced by thousands of merchants throughout our country. Occupational experience acquired under the supervision of Fairmont College consists of work experience in retail stores for which college credit is given. To qualify as teacher coordinators in West Virginia, students must supplement this supervised experience with a specified minimum number of hours of additional distributive business experience.

The teacher coordinator needs practical teaching experience. Under supervision in his practice teaching course, the college student can learn many skills for getting his subject across to pupils from his critic teacher. These help to eliminate costly trials and errors which would weaken his teaching and delay the time needed to reach maximum efficiency. Teaching experience is obtained through a course given in observation and practice teaching. Local and surrounding high school distributive education classes are used for this purpose at Fairmont. The regular teacher coordinator becomes the critic teacher, and the college instructor supervises the work.

Now we come to the teacher coordinator's practical use of the various subjects he has studied. In other

EUGENE VOCATIONAL SCHOOL

Learning packaging and wrapping in Distributive Education classes

words, how can the student apply his preparation to the actual demands of the job of teaching and coordinating?

In order to build a curriculum the newly appointed teacher coordinator should select materials from his study of technical subjects which will meet the needs of his pupils. He can guide students by using the methods he studied in organization and administration of distributive education, coordination and supervision, and guidance in selecting students for his classes.

From his study of organization and administration, the teacher coordinator will know how to approach merchants, school administrators and parents when he wants to organize cooperative classes. Background courses in education will underlie his methods for getting his subject across, for making it a living, fundamental part of the lives of his students. In placing his students on cooperative jobs he will rely especially on his study of coordination and supervision methods.

The background of occupational experience will be important to the teacher coordinator when he follows up his students on the job. His courses in guidance and psychology, plus a current knowledge of what is going on in the field of distributive education, will be of invaluable aid in supervising distributive education clubs.

Fairmont State College tries to give students some practical experience in as many courses as possible. For example, students in the courses in principles of retailing and display and advertising launch a major promotion each year. Last year about 5,000 persons attended a Merchant's Fair which was a student project.

In salesmanship, students are required to earn $100. In store management, they take a trip to a large store and see many non-selling operations. The students in retail merchandising run a small campus store called "The Big Nickle." In coordination and supervision, the students actually make store visits to observe high school students on the job. In developing instructional materials, they outline courses that are suitable for high school students, make teaching plans, and construct visual materials such as flash cards and film strips for their own use in the classroom.

A survey of coordinators in West Virginia established that the most helpful aspects of their preparation for teaching were: (1) practical experience, (2) workshops, state supervision, conferences, local leadership, and summer courses in education, psychology, source material, audio-visual aids, and organization and administration of distributive education.

On the other hand, the coordinators felt they had been handicapped by a lack of background in merchandise information studies, business arithmetic, merchandising, English, study of local administration, up-to-date source material, coordinated work experience, and personnel guidance.

Many of these needs are covered in the undergraduate program at Fairmont State College, but always there will be necessity for in-service training and guidance by leaders who can provide opportunity for workshops and open discussion of problems, and the inspiration to go ahead in a new field.

NEW AVA PUBLICATIONS

A very productive meeting of the AVA Committee on Research and Publications was held in the Headquarters Office at Washington, D. C., during the three days ended March 9, 1949. Those present besides the Chairman, Dr. Gilbert G. Weaver, were: Miss Druzilla Kent, Dr. M. B. Galbreath, Dr. G. Harold Silvius, and Mr. L. H. Dennis (ex officio). The absence of Miss Louise Bernard and Dr. Ray Fife, members of the committee who were unable to attend, occasioned much regret.

Careful consideration of publications presently needed and a study of work done by previous AVA Committees on Research and Publications made it seem desirable to get into printed form during the current year four publications on which a good deal of work had already been done:

1. *Suggested Problems for Research Study in Vocational and Industrial Arts Education*—a mimeographed revision, substantially as proposed, almost completed, and approved by the 1947 Committee on Research and Publications.

2. *A Bibliography of Studies in Vocational Education*—a compilation of vocational material available, as being prepared by the Committee on Research in Industrial Education of the National Association of Industrial Teacher Trainers under the direction of Dr. C. Kenneth Beach of New York, and believed to be of utmost importance to educators and students of vocational education.

3. *Providing Vocational Opportunities*—an informative booklet intended for our vocational leaders and others, to suggest types of organizational possibilities for extending vocational opportunity, and to replace the AVA folder on "Area Vocational Schools."

4. *Vocational Education for American Youth*—a booklet for general distribution, to promote understanding of the value and aims of vocational education. The text will probably appear in a forthcoming JOURNAL article.

Of these, it is hoped that the first-mentioned will be ready for distribution during May, the third by summer, and the remaining two are scheduled for early fall publication, possibly by October first. As soon as actual printing costs are determined, prices will be announced and the booklets added to lists of AVA material available.

The committee is convinced that these publications are all warranted by need as evidenced in requests that have been received from the field, and anticipates that all will serve a purpose both useful and effective, for the individual and for the entire organization.

Who's going to win an Aluminum Projects Prize among YOUR Students?

There may be a *winner* in one of your classes! The best wrought . . . the best cast aluminum projects submitted by school boys throughout the country are going to win valuable cash awards. So enter your students' handiwork in the Aluminum Projects Division of the annual Scholastic Arts Awards Contest, conducted by Scholastic Magazines and sponsored by Alcoa.

Be sure the projects are finished and mailed in time. Shipments should be made express—prepaid—after May 20th and before June 20th to:

Museum of Science and Industry
Jackson Park, Chicago 37, Illinois

ALUMINUM COMPANY OF AMERICA
1772 Gulf Bldg., Pittsburgh 19, Pa.

STUDENTS HAVE 54 CHANCES TO WIN—Identical awards listed below will be given for two classes of aluminum projects:

WROUGHT ALUMINUM—any project made of sheet aluminum (including rod, tube, and bar) in which aluminum is the major material of construction; hammered, overlaid, etched, stamped, sawed, spun, or other method of handling.

CAST ALUMINUM—any project in which cast aluminum is the major material of construction. Projects must be finished for use. Examples: Book ends, ash trays, name plates, lamp bases, candlesticks, smoking stands, lathe parts, drill press parts.

GROUP CLASSIFICATIONS: Group I: Students in Grades 7 and 8 whether in an elementary, junior, or general four-year high school. Group II: Students in Grades 9 and 10 who receive instruction for less than 10 clock hours per week in industrial arts. Group III: Students in Grades 11 and 12 who receive instruction for less than 10 clock hours per week in industrial arts. Group IV: Students in vocational, trade and industrial, and technical high schools who spend 10 or more clock hours per week in shop, laboratory, or drawing room receiving instructions in the subject represented by the entry.

PRIZES—Wrought Aluminum: Prizes for Groups I, II and III. First, $50; second, $25; third, $10; six honorable mentions of $5 each, for each group. Cast Aluminum: Prizes for Groups II, III and IV. First, $50; second, $25; third, $10; six honorable mentions of $5 each, for each group. Teachers, for rules, write to: SCHOLASTIC ARTS AWARDS, 220 East 42nd Street, New York 17, New York.

ALCOA FIRST IN ALUMINUM

ALCOA ALUMINUM

Instructor and students examine a railroad-type Diesel engine

DIESEL TRAINS REQUIRE

DIESEL TRAINING

MILO VAN HALL
Director of Student Personnel
New York State Agricultural and Technical Institute

MEN, who as small boys wanted to be "railroad engineers," are doing something about it in the laboratories and shops of the New York State Agricultural and Technical Institute at Alfred.

There, in the $225,000 shops equipped with diesel engines ranging from one to 16 cylinders, 17 students are learning through actual practice that being "a railroad engineer" requires more than a steady hand on the throttle.

Some of them are former railroad employees who, with the aid of the G.I. bill or railroad-earned savings, are learning "the technical stuff."

Daniel O'Donnell, departmental chairman and operating engineer who helped design the course, said of the job possibilities in the railroad industry: "Today, more than 90 per cent of all locomotives on order by American railroads are of the diesel-electric type."

This is borne out by the fact that plans are under way now to make the Ag-Tech facilities available for training of nearly 300 Erie railroad employees as well as to conduct additional supplemental training in the Erie shops in Hornell.

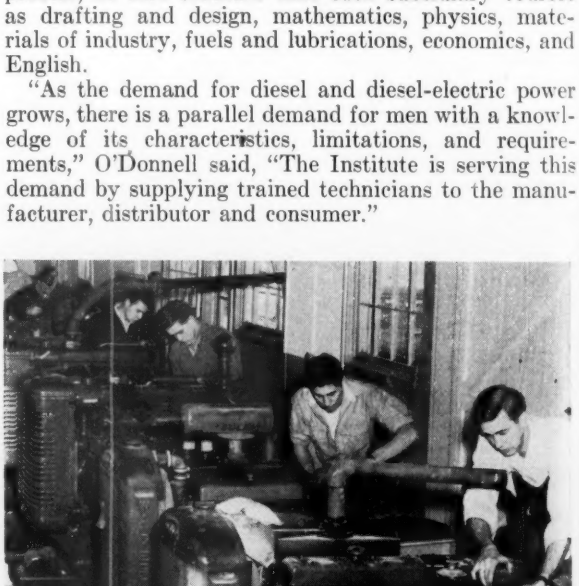
However, some of the 17 students are planning to go into sales, testing, operation, or maintenance of internal-combustion equipment.

That the new course is filling a need felt by the diesel industry is indicated by arrangements being made by Walter C. Hinkle, acting director of the Institute, who conceived the idea of the course last year. "We are making plans for summer employment of our students with one of the large diesel manufacturers in the Buffalo area. Also several diesel service agencies and distributors have signified their intentions of utilizing students during the summer vacation period."

Concerning the course, which may be taken on a two or three-year plan, Mr. O'Donnell said: "The diesel curriculum has been designed to include basic instruction as well as specialized training so that the graduate is a well-rounded technician capable of adapting himself to new situations in the diesel industry."

He went on to prove his point by explaining that "Ag-Tech students spend 50 per cent of their time in the internal-combustion field." For the rounding-out process, he said students take such subsidiary courses as drafting and design, mathematics, physics, materials of industry, fuels and lubrications, economics, and English.

"As the demand for diesel and diesel-electric power grows, there is a parallel demand for men with a knowledge of its characteristics, limitations, and requirements," O'Donnell said, "The Institute is serving this demand by supplying trained technicians to the manufacturer, distributor and consumer."



Students supplement classroom studies with actual operating procedures

VIRGINIA TRAINING PROGRAM

PRACTICAL NURSE EDUCATION

NETTIE T. YOWELL
Assistant State Supervisor
Vocational Training for Girls and Women
Commonwealth of Virginia

DEMENTI, RICHMOND

Practical Nurses "on-the-job" training

PRACTICAL nursing, which for many years has been considered a friendly neighborhood service, often rendered gratuitously, has suddenly developed into a lucrative vocation. The reasons for this are quite evident. The life span of individuals has lengthened and people in their declining years need nursing attention, many of whom look to the hospital for this service. Expectant mothers now patronize the hospitals instead of having their babies born at home, as was formerly the practice. Persons suffering from mental or chronic disturbances or tuberculosis need special treatment. The various types of hospital insurance, plus the need for giving special attention to disabled veterans and persons injured in accidents of various kinds, have intensified the need for the services of the nurse.

Many of these persons need treatment and services. Some cannot afford or do not need the constant care of the professional nurse. However, all of them need bedside or convalescent nursing care. This has brought about new procedures in the care of the sick and increased the emphasis for the extension of the well-known field of work, namely, practical nursing.

The Trade and Industrial and Home Economics Services of the Vocational Division of the Virginia State Department of Education, the Practical Nurse Association of Virginia, and the State Board of Nurse Examiners became cognizant of the urgent need to supply additional practical nurses and to improve the technical knowledge of existing practical nurses, so instituted intensive training programs to meet these needs. The importance of having well-trained practical nurses was so great that the Virginia Legislature in 1946 passed a law requiring all persons who practiced this vocation to be licensed by the State Board of Nurse Examiners.

To place the training program on a sound, cooperative basis the Virginia State Board of Education appointed the State Advisory Council to Practical Nurse Interests, now known as the Virginia State Committee of the National Association for Practical Nurse Education. This council, or committee, is composed of representatives from the Virginia Hospital Association, the State Graduate Nurses' Association, the State Medical Association, the Practical Nurse Association of Virginia, the Colored Practical Nurse Association and the public at large.

This committee has spent many profitable hours discussing the problems associated with the training of practical nurses. One of their first problems was to define the field of practical nurses. They arrived at the following definition: "A Practical Nurse is a person trained to care for sub-acute, convalescent, and chronic patients requiring nursing services at home or in institutions, who works under the direction of a licensed physician or a registered professional nurse, and who is prepared to give household assistance when necessary. A practical nurse may be employed by physicians, hospitals, custodial homes, public health agencies, industries or by the lay public."

This committee decided that two types of training should be offered; namely, the trade extension courses for those who are already employed as practical nurses but who wish to increase their skill and technical knowledge of their vocation, and pre-employment courses for those people who wish to enter the vocation.

Trade extension courses are now being operated in several school divisions throughout the state in cooperation with local hospitals and the local practical Nurse Associations. These courses are designed for the practical nurses who have received their licensure according to the Virginia State law that went into effect in 1946. Under this law all practical nurses who were then practicing their vocation were automatically licensed upon application to the State Board of Nurse Examiners. Many of them, realizing that they needed additional training, welcomed this opportunity and enrolled in the classes. Requests for additional classes have been received from other sections of the state. These classes are being conducted during hours that do not conflict with working hours.

The pre-employment practical nurse training programs have developed slowly but are now on a sound basis. Courses for white students are conducted by the Norfolk City School Board and the Leigh Memorial Hospital at Norfolk, by the Richmond City School Board, and the Sheltering Arms Hospital in Richmond; the Manassas Technical School in cooperation with the Mary Washington Hospital in Fredericksburg and the Arlington Hospital in Arlington. Courses for Negro students are conducted at the Maggie Walker High School in Richmond in cooperation with St. Phillip Hospital.

In these one-year pre-employment courses students spend the first three months, six hours per day, receiving classroom instruction which includes body structure and functions; nursing procedures; factors involved in new

(*Continued on page* 22)

Part-Time Occupational Education

A Superintendent Gets a Program Under Way in a Kansas High School

Abstracted from a report of Superintendent Carl James, Concordia, Kansas, by H. D. Shotwell, Supervisor of Business Education, Kansas State Board for Vocational Education

INTRODUCING a new program into a school system can often be a much bigger job than simply making the necessary adjustments in the curriculum and arranging for the staff to do the teaching. The Superintendent of Schools in Concordia, Kansas, had become intensely interested in the significant contribution of work-experience programs in part-time occupational education. In talks with high school seniors, recent graduates and educators from other cities who had had experience along these lines, the Superintendent felt that the program offered a good deal to the school system. His first move was to confer with the State Supervisor of Business Education, where he informed himself as to the details of the work-experience program and secured mimeographed and printed material for additional study. At the close of the conference, the Superintendent and the State Supervisor agreed to have additional meetings and correspondence if the Board of Education of Concordia and a sufficient number of "key citizens" approved the idea of a work-experience program in the local high school.

At the next regular Board of Education meeting, the Superintendent explained the philosophy and general procedures of the work-experience program to the Board members and requested their approval of the program for the following year if investigations indicated that proper interest existed. The request was granted unanimously by the Board, and the individual members showed great interest in the possibilities of the program.

With the first local hurdle cleared, the Superintendent and the State Supervisor held a conference, and the formation of a committee of key business people of the community was discussed. This was to be hurdle No. 2.

For the purpose of sounding out the degree of interest that could be hoped for in support of the program, invitations were promptly extended to a number of local business people holding important civic positions to be the guest of the Superintendent at a luncheon. Guests invited included the presidents of the Rotary, Lions, and Kiwanis Clubs and the Business and Professional Women's Organization; officers of the Chamber of Commerce; the president and vice president of the Board of Education; and three business men at large who had previously indicated a strong interest in the work-experience program. Response to the invitations was unanimous and, after considerable discussion, the luncheon group voted 100 per cent to endorse the program. Each guest agreed to contact not less than five additional people to enlist their interest and support.

The luncheon guests, whom we can now call the "Business Committee on Part-time Occupational Education," held a second meeting the following month to report that much interest and many promises of cooperation had come from the majority of the business people contacted. The committee officially recommended that the necessary steps be taken toward getting the program under way at the beginning of the following school year. In addition, it was agreed to organize a permanent advisory committee to consist of one member each from the service organizations, the teacher-coordinator, the high school principal and two people appointed at large by the Superintendent of Schools. This advisory committee was to act in a consultant capacity, and to be responsible for making recommendations and suggestions to school authorities on the program. The Board of Education, the group in which local school authority is vested, of course retained full responsibility for the vocational program.

After attending the joint meeting of the American Association of School Administrators and the National Association of Secondary School Principals which was held in Atlantic City, New Jersey, on the subject of work-experience programs, the Superintendent felt better qualified to present the program in detail in talks before local groups. The planned program was, in all cases, given a cordial reception and steps were promptly taken toward finding a qualified instructor to serve as a teacher-coordinator of part-time occupational education. Funds were available from the Kansas State Board for Vocational Education to pay one-half the salary of the teacher-coordinator for the time spent in part-time occupational education if the individual selected to fill the position was approved by the State Board in advance. The search for a qualified instructor proved difficult because of the very limited supply of experienced teachers in this comparatively new field. Eventually, however, the qualifications of an instructor teaching commerce in another Kansas high school were found to be adequate, and approval was granted by the State Board for Vocational Education.

The next step taken by the Superintendent was to arrange with the editors of two local newspapers for prominent coverage of the new part-time occupational education program, to be coupled with the announcement that a coordinator had been secured. Both newspapers cooperated with excellent articles on the front page.

The program was now officially under way, but there still remained the important consideration of presenting it to the high school student body and ascertaining the number of students who desired to participate in the part-time occupational educational program. All students in grades 9, 10, and 11 were informed of the pur-

(*Continued on page* 22)

VITALIZING YOUR SUMMER SCHOOL PROGRAM

GERALD L. OTTOSON

Cornell University

CORNELL UNIVERSITY

Dr. A. L. Winsor, Director of School of Education at Cornell, addresses VITA club

COLLEGE staff members all over the country are asking themselves, "How can we make our summer program more interesting, more colorful, more meaningful?"

The summer session in Industrial Education at Cornell is an excellent example of the type of offering that "keeps 'em coming back." The vitalizing influence which has done much to add interest to the program is a student operated organization which has been given the name VITA.

Cornell's department of Industrial Education, a part of the New York State School of Industrial and Labor Relations, is headed by Professor Lynn A. Emerson. Dr. Emerson is well known among people in vocational education. He acted as chairman of the working committee in the preparation of Bulletin 228, "Vocational-Technical Training for Industrial Occupations," which was published by the U. S. Office of Education in 1944.

Several years ago Professor Emerson conceived the idea that, while participation in formal classes is probably the best way to obtain needed information, additional understanding could be gained by providing students with the opportunity to meet leaders in the field of vocational education. It was felt that meeting such people, talking with them personally and exchanging ideas with them would give the students a breadth of understanding and insight that could never be obtained from books.

One of the enthusiastic supporters of the idea was Professor E. Kenneth Beach of the regular staff. Dr. Beach, in recalling his own student days at the summer session at Colorado State College, said, "One of the highlights of my summer's stay at Fort Collins was the opportunity I had to meet and talk informally with Charles R. (Skipper) Allen, Charles A. Prosser and other leaders in vocational education."

It was decided that each week during the summer one leader in vocational education would be brought to the school to meet informally with the students. The faculty felt that the students in attendance should have the responsibility of arranging the meeting and asked them to assume the task. The suggestion was enthusiastically received, and plans were made for establishing an organization to carry on the activity.

The club was named VITA, standing for Vocational, Industrial Arts and Technical Association. It is a loosely knit, non-dues paying organization. Once a week the group meets for dinner and a program. A spirit of good fellowship is evident. There is usually some community singing and some of the proceedings may take the form of "horseplay," but there is always a serious part of the program.

At every session a notable authority in vocational or industrial arts education is presented. He speaks on a topic of general interest, and a question and answer period follows. After the program is over, students have a chance to talk personally to the speaker of the evening. The great interest in, and benefit from, talking to these people can be imagined when one considers some of the men who have been guests of VITA in recent summers. They include Walter Cooper, Chief of the Division of Trade and Industrial Education, U. S. Office of Education; R. W. Gregory, Assistant Commissioner, U. S. Office of Education; Harold W. Piggott, Associate Superintendent of New York City Schools; Frank Moore, Director of Industrial Arts in Cleveland, Ohio, and Vice President for Industrial Arts in the A. V. A.; J. C. Wright, formerly Assistant Commissioner, U. S. Office of Education; and L. H. Dennis, Executive Secretary of the American Vocational Association.

An interesting feature of the weekly meetings is that they are planned and conducted entirely by the students. A student chairman is elected for each week's session, and he is responsible for planning the program, taking care of the speaker and acting as toastmaster at the dinner. The faculty members attend the meetings and participate in the discussions and the programs. Their role in preparation and presentation of the meetings is entirely advisory.

At the end of the summer the students have a picnic meeting at one of the scenic spots in the area. Cornell University is at Ithaca, New York, in the heart of the Finger Lakes region. There are hundreds of spots ideal for outdoor gatherings. The picnic is probably the high spot of the summer. Special care is taken to provide an excellent program and good food.

M. P. Catherwood, Dean of the New York State School of Industrial and Labor Relations, officially recognized the contribution which VITA is making to Cornell's summer program when he invited the group last year to establish an advisory committee to aid him in matters pertaining to the industrial education offerings.

When the students leave at the end of the summer, they do so with the feeling that they have made many new friends through the meetings of VITA. Their course materials have had greater meaning to them, for they have been able to view them through the eyes of experienced men in the field of vocational education.

Professor John M. Brophy, one of the founders of the Industrial Training Council in New York State, acts as faculty adviser to VITA. Dr. Brophy summed up the purposes and functions of the organization by saying,

(*Continued on page* 18)

AN INDUSTRIAL SUMMER COURSE

WORK EXPERIENCE FOR TEACHERS

B. ALFRED COX
Teacher, Washington Technical High School
St. Louis, Missouri

THE latest trend in the instruction of industrial and technical education is to have the teachers in these fields return to industry, at various intervals, and obtain actual industrial working experiences. These experiences are to be transferred to school instruction, as far as possible, to help better prepare the student to hold his place in industry. With the cooperation of industry and education, the schools will be in a position to make a better showing for the taxpayer's money. One outstanding corporation, in this country, is doing much to aid education in turning out better students for industry.

Chrysler Corporation, Detroit, Michigan, has completed its sixth year offering actual working experiences to Industrial Arts, General Shop, Industrial, and Technical teachers during the summer months. Under the leadership of Mr. John M. Amiss, Director of Industrial Education for the Chrysler Corporation, twenty-five Industrial Arts, Industrial, and Technical teachers were able to take advantage of the opportunity during the summer of 1948. Teachers in this course represented eleven different states. They came from as far north as Petosky, Michigan, as far south as Wray, Georgia, as far east as Buffalo, New York, and as far west as Tucson, Arizona.

The cooperation of Chrysler Corporation and Wayne University has made it possible for such teachers to obtain actual work experiences and also an opportunity for the Corporation to present and discuss current industrial problems. In addition to this, educators from the states of Michigan and Ohio, especially the Detroit area, addressed the classes on important topics in Industrial Education, Guidance, Industrial Psychology, Visual Aids, Industrial Health, and Safety Education.

This program specifically aids the Industrial Arts and Technical teachers to obtain a good working knowledge of the metal area for their teaching. It is also possible for the machine-shop teacher to secure enough practical working experiences on this program to fulfill requirements for validation of vocational certificates as set up by various State Boards of Control of Vocational Education. The general and specific shop tours enable the teachers to witness actual testing and experimenting, manufacturing and machine processing of various parts, and the assembling of these parts into the finished product.

The course is planned with a view to affording the teachers at first hand the same actual industrial experiences that their students wll go through when they begin their earning of a livelihood in private employment.

VETERAN FARMING TRAINING

(*Continued from page* 5)

The veteran training programs just described are fairly representative of the 58 veterans we now have, as of this date, on full-time farm placement training. Most of them are at present in the employment stage. Others, like Villanti, have stepped up to the employment-ownership stage. Still others are operating farms on a partnership basis, and a few have established firm footholds as owners. Other veterans are being guided to profitable establishment as managers, foremen, or skilled workers in agriculture or related occupations. All have streamlined programs, tailored to meet their individual needs in the fields of agriculture common to Essex County. Typical training objectives are in the fields of dairy farming, milk processing, field crops, poultry farming, large fruit growing, market gardening, small fruit growing, small animal farming, ornamental horticulture, greenhouse production, and flower shop management.

Veterans on full-time placement training receive a yearly minimum of 150 hours supervision and instruction on the job, 250 hours assigned related home study, and 2,400 hours job work experience.

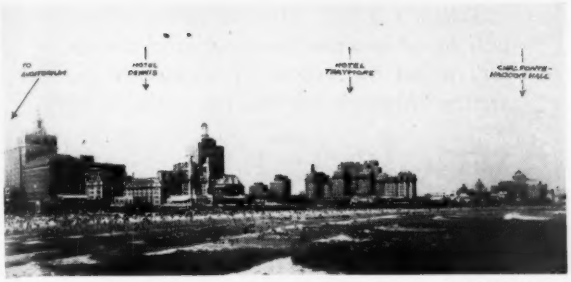
VITALIZING YOUR SUMMER SCHOOL PROGRAM

(*Continued from page* 17)

"VITA is organized in recognition that education, recreation and fellowship are real and desirable outcomes of summer session study. It provides students, faculty and guests interested and engaged in Industrial Education with an opportunity to know and understand each other, to share experiences both in and out of class, and to form enduring and valued friendships."

The VITA club at Cornell is a simple thing. That is probably why it works so well. Planned and operated democratically, it has served to enrich the summer program through developing a spirit of comradeship among the students and broadening their views through the contacts with educational leaders.

Any school can operate such a program as VITA presents each summer. Any school which does so will find its students eagerly awaiting the opening of summer school so they can renew old acquaintances, with books as well as with people.



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Atlantic City's famous beachfront and boardwalk, showing AVA convention headquarters hotels. At left, just beyond the limit of the photograph, is the Atlantic City Auditorium, where exhibits will be located and general sessions held.

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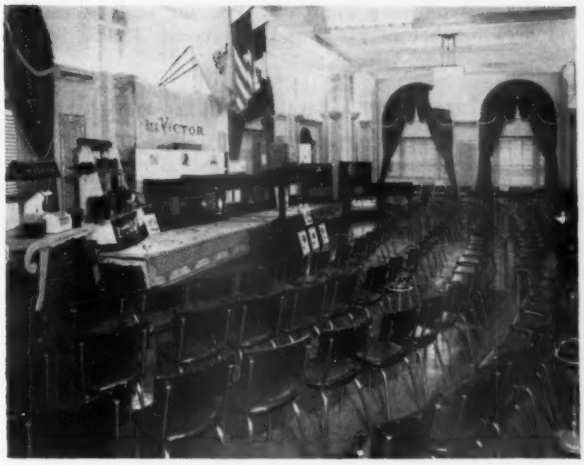

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The Rose Room of the Hotel Traymore, where several pre-convention meetings will be held

JOHN CALLAHAN, WISCONSIN STATE SUPERINTENDENT, HONORED

AFTER 64 years of service to education, John Callahan will retire in July from his position as Wisconsin State Superintendent of Schools, which position he has held for the past 28 years. Mr. Callahan's unique experience as the state official with the longest service includes 31 years in the state school administration, during 3 years of which he was State Director of Vocational Education.

At a dinner meeting which was held in his honor at the Hotel Schroeder, Milwaukee, Mr. Callahan was presented with a travel fund and a bound volume of testimonial letters from educators and friends all over the country. The dinner meeting was sponsored by a committee composed of representatives from the following organizations: County Superintendents Association, Wisconsin Association for Vocational and Adult Education, Teachers College Association, The Stout Institute, County Normal Principals Association, Junior High School Principals Association, Elementary Principals Association, University of Wisconsin, Department of Public Instruction, and the State Vocational Board.

Characterized by promotion of equal educational opportunity, John Callahan's superintendency stands out as an example of distinctive leadership which was sharpened by his fearless advocacy of things he considered right. The boards and regencies which profited by his sage counsel are numerous. Those who aspire to leadership may well note the rare combination of qualities exercised by Mr. Callahan. His knowledge of people, his lack of self-importance, and willingness to listen are factors which combined to make him a man who was easy to approach.

Legislators and governors respect Mr. Callahan, whose legislative ability first captured the attention of educators when he served as legislative chairman for the state teachers association. With lawmakers, as with all of his associates, he has been honest and unequivocal in promoting his programs.

O. H. Plenzke, in the *Wisconsin Journal of Education*, says: "Mr. Callahan did not operate in hit-or-miss fashion. A fundamental philosophy underscored his being, and his decisions were largely translations of basic beliefs acquired by long experience in the workaday world. Fortified with sound principles he proceeded with confidence, thus sparing himself the confusion of uncertainty and the agony of indecision. The writer ventures the thought that John Callahan is an octogenarian because he did not dissipate his vitality by fretting, fussing, quibbling, doubting, or fearing.

"Things won't be the same around the Capitol without John Callahan. He deserves now to take it easy after three score years in education. It is our hope that he will do one more thing—write up or record some of the highlights of his experiences, the schools of years ago, his inside story of Wisconsin education, in short, the limitless facts he has and which only he can tell."

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Editor's Note: The following article will be of interest to vocational educators as an indication of service to industry through vocational training.

INSTRUCTION FOR INSTRUCTORS

THE National Ice Marketing Institute in Washington, D. C., is a good example of the recognition being given to industrial training from top to bottom. The ice industry, through its National and State Associations and occasionally through the Vocational Education Service, has been working on employee training programs for several years. Series of printed courses as well as sets of training films for employees have been prepared, but the leaders in the industry realized that the success of the training program depended upon the ability and interest of supervisory management in training.

Daniel A. Prager, Director of the Personnel Training and Marketing Department of the National Association of Ice Industries, came up with the idea of a school for supervisors and managers. Tentative plans were presented to an Industry Committee, to the Association's Board of Directors, to the Business Education Division of the U. S. Office of Education, and to the entire industry. The National Ice Marketing Institute is the result. J. C. Ruppert, State Supervisor of Trade and Industrial Education in Arkansas, was employed as superintendent to prepare detailed outlines, plans and materials for consideration by the Industry Committee.

Although the primary objective of the Institute was to train supervisors and managers to train their employees, the plans were expanded to cover additional objectives including:

1. To train supervisory management in the techniques and methods of modern industrial training in order that the Ice Industry's personnel training program can be more effectively used for increasing sales.
2. To develop the better qualities of leadership and methods of selecting and handling men.
3. To expand the application of modern marketing methods to merchandising ice appliances and ice in its various forms.

To meet these objectives, the course was prepared in four units—Merchandising, Personnel Selection, Training, and Supervision. The training phase covered Job Instruction Training, Conference Leading, Use of Training Films. The Human Relations Training Program is one of the main parts of Personnel Supervision. Other phases of the course are provided through conference discussions, films, lectures, and demonstrations by specialists in certain phases.

The basic principle of Vocational Education, "We Learn by Doing," is used in every possible way. The men not only go through such performances as training an employee to do a job, handling an employee problem, but are also required to interview prospective employees, make talks to groups of employees, show employee training films, and lead conferences of employees.

Geology as a Vocation

ARTHUR H. BRYAN
Graduate School
Johns Hopkins University

SECONDARY school counselors, in presenting educational and vocational opportunities to prospective college matriculants, are likely to give but scant attention to some of the lesser known but worthwhile vocations.

In our Baltimore high schools, for example, vocational conferences are scheduled for male juniors and seniors, at which lectures and discussions on standard vocations are presented often by experts in their respective fields. The list of vocations presented apparently varies but little, from year to year. Medicine, dentistry, law, pharmacy, clerical, accounting, undertaking, chiropractice, osteopathy, engineering, business administration, transportation, the ministry, teaching, aviation, mechanical and electrical crafts, etc., are the usual topics for urban schools. In rural schools, agriculture, forestry, veterinary medicine and horticulture, etc., are invariably on the list, while mining and metalurgy are stressed in mining regions. The armed services are ready with assemblies in the interest of their respective branches, namely, the Army, Air Corps, Marines, Coast Guard and the Merchant Marine.

One of the most popular courses offered in many colleges often is found to be geology. The demand for this course could be even greater if high school students had some knowledge of the current cultural and vocational values of this "earth" science.

Moreover, vocational opportunities in this fascinating outdoor field are not always comprehended even by students who take the first year course in college, either in physical or historical geology.

Students who major in college geology will find many varied and interesting fields of endeavor open to them, particularly if they like an outdoor life.

The writer prepared a geology interest and aptitude questionnaire for high school seniors with some four hundred odd replies, so far tabulated and evaluated, which sought to ascertain:

1. Whether or not academic and technical high school seniors have some knowledge of a vocation in geology.
2. Whether or not high school students have had any contact with geology through their science courses.
3. Whether or not high school students have any hobby or avocational aims or interests related to geology.

The questionnaire answers generally indicated: (a) lack of information among high school seniors regarding vocational opportunities in geology except of course in mining regions; (b) some latent interest in the subject through knowledge gleaned from the related secondary school sciences in chemistry, biology, physiography, and general science; (c) occasional hobby interest.

The vocational possibilities in geology present an impressive array of varying fields of endeavor which are related directly or indirectly to the subject.

Among the most popular and well-known vocational possibilities in geology are: (1) geologists in state or federal departments of geology; (2) members of geological survey parties in discovering new mineral resources; (3) geologists in the mining industry; iron, nickel, copper, silver, gold, aluminum, coal, etc.; (4) petrographers in metallurgical industries such as steel, copper, and aluminum; (5) geologists in the petroleum industry; (6) prospecting for precious metals and mineral resources; (7) paleontologists; (8) crystallography; (9) geological testing laboratories; (10) geological cartographers; (11) mineralogists; and (12) research geology.

In addition, opportunities for an interesting and rewarding career exist in teaching the various branches of geology, such as economic, historical, physical, mining (stratigraphy, mineralogy, and crystallography in colleges and universities. Geologists have an excellent background for teaching the high school sciences: physics, chemistry, biology, and general science. There are some excellent prospects for fellowships and graduate work in geology.

As a general rule, students of agronomy and soil conservationists should have some knowledge of geology. Atomic energy and nuclear physicists in their search for new uranium ore deposits have renewed interest in world wide geological surveys, while increasing interest is to be found in the chemical industry, in the study of original ores and rock forming minerals. National defense has its need for geologists also, as the U. S. Army and Navy employed geologists in connection with amphibious operations during World War II on a large scale.

High school vocational counselors should add geology to their list of worthwhile vocations for presentation to prospective college matriculants, and high school science teachers should plan to include geology units in their courses of study, stressing the vocational possibilities in the field. High school students can be encouraged to make rock, fossil, and mineral collections as a hobby, thus combining an interesting and instructive hobby with important vocational training.

PRACTICAL NURSE EDUCATION

(*Continued from page* 15)

work situations; first aid; diversional and rehabilitation activities of patients; nutritional needs in health and illness; medicines; management of the home; expected changes throughout the life span which includes development and retardation changes from conception to senescence; the mental, physical, social and emotional conditions of patients; diseases and conditions commonly cared for by a practical nurse, which include the care of the child, maternity cases, the aged, the convalescent, long term illnesses and acute conditions; and personal and vocational relationships. The next nine months are devoted to on-the-job training in which the students are placed, with pay, in the several cooperating hospitals and continue their studies and practice under the supervision of the hospital physicians and the head of the nursing staffs. In this phase of the training students get experience in the care of medical, surgical and obstetric cases, in pediatrics, in the diet kitchen, milk laboratory, the central supply room and in other activities assigned to them by the hospital physicians or head nurse.

Upon satisfactory completion of this one-year course students are eligible to take the State Board of Nurse Examiners' examination for license to practice.

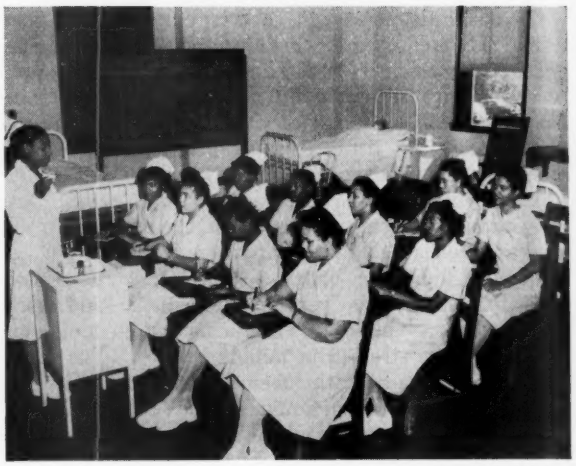
Not every person who applies for enrollment in these pre-employment courses is accepted. The prospective student must have a definite interest in nursing, a pleasing personality with an interest in people and the ability to work in harmony with patients and co-workers, good health, a minimum height of five feet, be between the ages of seventeen and fifty years, have satisfactory reference relative to character and ability, and possess American citizenship or having made declaration to become a citizen.

Although these pre-employment courses have been in operation only three years, approximately two hundred students have completed the course and are now working, and, according to reports coming in from the hospitals and the doctors, are rendering excellent service.

The success of these programs has been due largely to the quality of students recruited and the hearty cooperation received from the school administrators, the hospital personnel, the nursing profession, individual doctors, the public at large and especially to the leadership and guidance of Miss Hilda Torrop, Executive Secretary of the National Association for Practical Nurse Education; and Miss Louise Moore, Specialist, Trade and Industrial Education for Girls and Women, U. S. Office of Education, who have been guiding spirits in the program since its inception.

DEMENTI, RICHMOND

A Virginia Licensed Practical Nurse Class in Session



DEMENTI, RICHMOND

Classroom pre-employment training

PART-TIME OCCUPATIONAL EDUCATION

(*Continued from page* 16)

poses and character of the new curriculum so that they could look forward to enrollment upon becoming members of the senior class. A total of 24 members of the next year's senior class indicated a wish to enroll in the first year's part-time occupational education program. The office secretary prepared transcripts of all work completed in grades 9, 10 and 11 for each applicant, and the information secured was turned over to the new teacher-coordinator for his use in familiarizing himself with the backgrounds and scholarship attainments of his prospective students.

This information provided the teacher-coordinator with the data necessary to plan the forthcoming year's work on a personal basis, even before he was able to meet his students at the beginning of the new term.

Shortly before the opening of school in the fall, the Superintendent, the new coordinator, the high. school principal and the advisory committee met at a luncheon for the purpose of getting acquainted and discussing various details prior to the inauguration of the program with the opening of school. It was agreed at this meeting that each member of the advisory committee would introduce the new coordinator to five or six local business people so that the very important factor of community participation in the program would be further enhanced. With the opening of school the following month for the regular school year, part-time occupational education was already a reality.

Founded on the active participation of all the interested groups in the community, the program was from its very outset a source of local pride and did much to achieve the highly desirable identification of the school with general community life.

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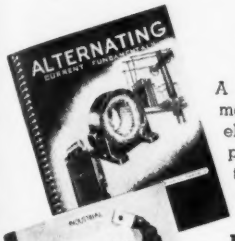

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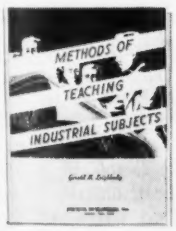

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Long Beach, California

HUMAN resources are the greatest asset of our nation. Gainful employment is an essential for developing youth into good citizens and effective economic units of our nation. Productivity of workers is materially increased by work experience and training. Productivity of capital is likewise dependent upon skilled workers.

Our nation suffered a tremendous loss during the past two decades by not producing a sufficient number of skilled craftsmen, processors and distributors of goods. The condition was especially true from 1931 to 1938. The C. C. C. and the N. Y. A. were created to alleviate the condition.

The employment market is again approaching a point where many young people cannot secure employment. Suggestions and proposals for a program similar to the C.C.C. and N. Y. A. have been made, while others propose universal military training.

The following is a proposal to stimulate thinking which may result in a plan that would be superior to a C. C. C., N. Y. A. or universal military training as a means of improving our nation's economy and culture.

The goal of the plan is to provide gainful employment and appropriate related educational training for all youth from their eighteenth birthday until after their twenty-first birthday, or the attainment of vocational competency of journeyman grade. The employment should be provided by governmental agencies and private enterprise on a proportional basis to the total labor force. The number employed in each occupation should be correlated with normal number of new persons employed each year. The educational program should be under the supervision of the public schools of the respective states, with the counsel of an advisory committee for each occupation for the vocational aspects of the program.

The program shall be promoted by federal training incentive payments to the employer by the Department of Labor to defray a portion of the expenses of an employer in offering the cooperative school-work experience training program in accordance with the number employed and the prevailing wage for the occupation and level of skill attained. The training incentive payments to employers shall not exceed 35 per cent of the prevailing wage of the occupation and for the level of skill attained. Each youth shall attend school one day each week, or every fifth week, on pay. The employer shall provide "on-job training" by assigning a minimum of one qualified person to direct the trainees on a ratio of one "on-job instructor" to twelve trainees.

The Department of Labor shall be responsible for the approval of places of employment, wage scales, determination of time required to reach vocational competency, approval of working conditions and be responsible for maintaining records pertaining to the occupational status of the trainees and subsidy funds.

The U. S. Office of Education shall be provided with funds to reimburse State Departments of Education

(*Continued on page* 24)

DONALD C. THORNTON
Rehabilitation Counselor
Department of Vocational Rehabilitation
State of Nebraska

A COORDINATED PROGRAM FOR

VOCATIONAL REHABILITATION

THE schools should be one of the most important secondary sources of referrals of the disabled to the Department of Vocational Rehabilitation. They are in a position to make referrals early in the rehabilitation process second only to doctors and hospitals. Before a definite and detailed program of cooperation with the schools had been planned, referrals from this source had become negligible. The report for the quarter preceding the inauguration of the plan indicated no referrals had been made by schools. The first quarter following, sixteen referrals from this source had been made and, the second quarter following, this number had increased to fifty-nine. Although this increase did not remain constant, a healthy working relationship had been established assuring the referral of all vocationally handicapped individuals who might profit by the services of the Department.

In this city of fourteen private and public high schools the first step was to contact the superintendent of the public schools or some member of his official family and explain the services of the Department of Rehabilitation and receive permission to interview principals of the individual schools. As a principals' and supervisers' meeting is held once every two weeks this was an ideal time to meet with the greatest number of officials whose assistance was needed in successfully conducting some program of continued cooperation between the two agencies. The services were explained by the local Director of Vocational Education at one of the meetings of the high school principals. In his explanation some specific cases describing all of the services rendered by this Department were related in detail. The principals agreed that a representative from the rehabilitation office could meet at the schools with the principal, counselors, and the school nurse. A special time was set for these meetings. Each school handled the situation in nearly the same manner.

The school nurse or other official surveyed the files for the purpose of determining what pupils had disabilities that might be considered a vocational handicap and then prepared detailed information regarding the pupil. This information included name, address, telephone number, birth date, disability, medical history, high school grades, results of psychometric tests, parent's name and occupation, and teachers' general impressions of pupil's character and personality. The services of a messenger were offered the rehabilitation counselor, and short interviews were held with the students during their study periods. These interviews were held in the nurse's office. During the interview a short description of our services was given, some descriptive pamphlets were left with the student, and a request for an appointment with the parents was made. At a later date the parents were contacted either at the rehabilitation office or in the home. From here on the procedure followed was that usually followed after the initial interview with a client.

The results of this program have been most gratifying. The schools and this Department are equally interested in the final successful rehabilitation of every disabled child. Helpful information is freely interchanged. Tests given by the school are augmented by other psychometric tests given by this Department. Progress in school is watched, and better guidance can be given by both agencies. The school is informed of each service rendered. In some instances of low learning ability the schools advised that the pupil discontinue his formal training and be placed on farms or in some other employment training, in trade training or simple routine employment. In other instances it was advisable that this Department furnish correspondence training in subjects not offered by the school in addition to the regular school training. For some, medical services were provided or prosthesis furnished enabling the student to do better school work. The schools gave formal training where advisable to homebound clients of the Department.

Regular yearly visits should be made to each school to discuss past experiences, any changes in procedures or services of the Department, and reasons for successful rehabilitations or failures. It is of the greatest concern to both the schools and the Department of Vocational Rehabilitation that every disabled individual be a happy wage-earning member of society. Working together harmoniously can do much to achieve this objective.

HUMAN RESOURCES

(*Continued from page* 23)

for 50 per cent of the cost of instruction. The approximate cost per year for the program is $105,000,000.00 (600,000 units of Average Daily Attendance at $175.00 per unit, with $25.00 per unit being allowed for federal and state supervisory and research purposes).

The average length of training is estimated to be two years, and 70 per cent of the total youth population will participate. The remaining 30 per cent will be accounted for by full-time school attendance or other voluntary reasons, and by marriage for the girls. The total number in training is estimated at three million persons. The training incentive payments per trainee per year are estimated at $600.00. The total payments to employers will thus be $2,160,000,000.00. The estimated cost for the administration and supervision of the program by the Department of Labor is $20,080,000.00. The total cost to the Federal Government would thus be $2,285,000,000.00 for the program per year, which would provide on-the-job training for three million youths.

Here's a new way to teach ELECTRONIC MOTOR CONTROL

G-E THY-MO-TROL* Kit Gives Schools a Simple, Practical Teaching Aid

Here is a new operating kit with specially designed control panel to help you teach the "how" and "why" of electronic control. Circuit diagram on panel simplifies explanation of operation. All parts (except tubes) are mounted directly behind symbols. Equipment includes meters for indicating armature current and voltage, and jacks at all important circuit points for convenient electrical measurement.

Easy to assemble, this equipment is supplied *complete* in kit form, including ½-hp motor and control station. For more information, write Section 687-8, Apparatus Dept., General Electric Co., Schenectady, N. Y.

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GENERAL ELECTRIC

TULSA APPRENTICESHIP PROGRAM

Tulsa, Okla., has worked out an apprenticeship program designed to meet the shortage of skilled bricklayers brought to light by the present construction boom.

An "accelerated apprentice bricklayers' school" has been set up through efforts of the Apprentice Training Service, Department of Labor; the Tulsa Chapter, Association of General Contractors, and Bricklayers' Local No. 9. The first class has just graduated from the school. It includes six veterans of World War II.

The "accelerated school," conducted in the old Washington School House at First Street and Rockford Avenue, was supplemental to an apprentice bricklayers' training program which the committee established a year ago.

Finances for the six-week school were provided by the Oklahoma Association of General Contractors, which donated $6,000 to underwrite the program.

E. C. Jinings, 2424 East Seventh Street, a journeyman bricklayer and a member of Local No. 9, was employed as instructor, and Hugh Humphreys, 1927 N. Cheyenne Avenue, an architect, served as instructor in plain reading and estimating.

The course served to teach the fundamentals of all phases of bricklaying, which N. W. Evans, secretary of the committee and a member of the union, estimates "ordinarily takes 10 years to learn thoroughly."

The trainees attended class eight hours a day, five days a week, and were paid $2 a day while learning.

Declared "full fledged" apprentice bricklayers, the 12 young men are now employed at 50 per cent of the journeyman bricklayer's wage, or $1.25 an hour, which is a considerable increase over their "pre-training" earnings.

Special consultant and coordinator for the entire program was Robert M. Earley, Tulsa area apprentice training service director, who has 15 schools in progress.

W. E. DeWitt, president of the DeWitt Co., and chairman of the committee, said the apprentice bricklayers will receive 10 per cent advances in wages every six months until they are receiving journeymen pay.—Reprinted from "The Bricklayer, Mason, and Plasterer."

SUMMER WORKSHOP INVITES NATIONAL LEADERS

In order to provide individuals interested in vocational education with an opportunity to hear and discuss with outstanding national leaders in this field, the problems relating to the organization and development of vocational curricula both on a high school and post high school level, the School of Education, University of Michigan, Ann Arbor, has arranged to conduct a Workshop during the summer of 1949.

Some of the participants in this Workshop are: Walter Cooper, Chief, Trade and Industrial Education, United States Office of Education, Washington, D. C.; Arthur Mays, Professor of Vocational Education, University of Illinois; Eugene Fink, State Department of Education, Albany, New York; F. W. Ziegenhagen, Principal, Boys Technical School, Milwaukee, Wisconsin.

Michigan State Office of Vocational Education, Director and Chiefs will also participate in this program.

There will be two sections of the Workshop: the first, from June 27 to July 8; the second, from July 11 to July 22. The students may elect one or both sections.

Detailed information regarding this Workshop may be had by writing to: A. A. Vezzani, Lecturer in Vocational Education, Department of Vocational Education, Room 4200C, University High School, Ann Arbor, Michigan.

NATIONAL NFA DAY

April 5 has been observed as National NFA Day, and local NFA chapters sponsored appropriate programs planned to keep alive the philosophy and thinking of one of our greatest Americans, Dr. Booker T. Washington. More than a history of him, the programs emphasized realistically the principles for which this great leader stood.

The program planners included some of the home and community activities that Dr. Washington stressed, keeping in mind that the purpose of the program is to enlist the sympathy and cooperation of the public by presenting interesting facts concerning the founder of vocational education for Negroes and the work of the New Farmers of America which carry out his vision of accomplishments.

Program highlights included the life and work of Booker T. Washington and his contributions to the ideals of vocational education, the service of vocational agriculture to the community achieved by the combined efforts of youth and adults, and the outstanding achievements of local NFA chapters.

Among the significant activities suggested for preliminary planning of next year's programs in local New Farmer chapters are: health and home improvement projects, informing the public of NFA functions, and offering awards or prizes to NFA members for outstanding home and farm improvements.

DR. EARL J. McGRATH SWORN IN AS U. S. COMMISSIONER OF EDUCATION

Dr. Earl J. McGrath was inducted as Commissioner of Education, Federal Security Agency, at noon on Friday, March 18, 1949. The oath of office was administered by Associate Justice of the Supreme Court Wiley Rutledge, before a group of notables representing education, government, labor and farm, civic, business and women's organizations.

Oscar R. Ewing, Federal Security Administrator, in referring to Dr. McGrath's entrance into his new office, said:

"We in America have something unique. I don't mean wealth or power, or any material thing. I mean the part of our democracy that is still largely a dream—but a very, very real one. I mean the ideal of equal opportunity. We all know that it hasn't been achieved. Millions of children have the cards stacked against them merely because their parents happen to be poor, or because they happen to be born in the wrong part of the country. Millions more are denied equality of opportunity for purely arbitrary reasons—race or color or religion. But for all this, we *do* cling to the ideal. We firmly believe that every individual should be encouraged to win the highest reward he can, on merit alone. And regardless of all our shortcomings, this *is* our standard. It is our greatest asset, and one that no other great nation has ever had. By the same token, our most important piece of unfinished business is to measure up to that standard—to achieve our ideal. And the indispensable key to final success is the assurance to every American child of adequate educational opportunity. Give him that, and he will do the rest. That is the goal Dr. McGrath will strive toward as United States Commissioner of Education. And he will have every ounce of encouragement and support that I can give him."

Following his induction, Commissioner McGrath issued a statement, in which he pointed out the seriousness of the educational crisis today and warned that it might be many times as bad in five years unless the nation acts vigorously to assist the states financially to discharge their responsibilities toward equal educational opportunities. Commissioner McGrath observed that the chief task of the schools is to develop human resources and that, under present conditions, an unhappy and unjust state of affairs for individuals and a serious social waste are involved. He strongly denied that Federal aid could lead to Federal domination, noting that the tradition of local control of education is firmly established in America and that the people would never let it be destroyed. He pledged himself to work, with the cooperation of the Office of Education staff, to make the Office of Education an increasingly useful and important agency in American education and society.

INDUSTRIAL EDUCATION BULLETIN

The University of Missouri has issued a bulletin on "Industrial Education at the University of Missouri," which contains a complete description of the program of industrial education offered at the University. It includes also a section designed to clarify the relationship between the practical arts, vocational guidance, and vocational education, and hence to serve for guidance purposes in professional education. Further information about industrial education at the University may be obtained by writing to Professor H. H. London, 202 Industrial Arts Building, University of Missouri, Columbia, Mo.

* * *

Georgia Begins Vocational Study

A detailed study of the vocational schools in the State of Georgia was begun recently at the request of the school superintendents of the state. With a view to preparing a long-range vocational program for Georgia with particular emphasis on the veteran's program, Mr. L. S. Hawkins has been employed to make the study, assisted by Mr. R. E. Hagen and Mr. H. O. Carleton, who will secure detailed facts and information in regard to every vocational school in the state. Upon completion of the fact-gathering phase, Mr. Hawkins will study and analyze the facts for a basis upon which to work out a long-range program with the superintendents. The study is expected to extend into the early summer.

ATLANTIC CITY AVA CONVENTION

OFFICIAL HOTELS AND RATES*

		SINGLE (per room)	DOUBLE (per room)
HEADQUARTERS HOTELS—Area A:			
Chalfonte	Without bath	$4.00	$6.00
	With bath	$6.00 to $9.00	$8.00 to $16.00
Haddon Hall	With bath	$7.00 to $10.00	$10.00 to $18.00
COOPERATING HOTELS—Area A:			
Colton Manor	Without bath	$4.00	$6.00
	With bath	$5.00 to $9.00	$7.00 to $12.00
Lafayette	With bath	$5.00 and up	$7.00 and up
Seaside	With bath		$7.00 to $10.00
Senator	With bath		$7.00 to $12.00
Strand	With bath	$4.50 to $5.00	$8.00 to $14.00
HEADQUARTERS HOTELS—Area B and C:			
Traymore	With bath	$6.00 to $14.00	$8.00 to $18.00
Dennis	Without bath	$4.00 to $5.00	$6.00 to $7.00
	With bath	$6.00 to $7.00	$9.00 to $14.00
COOPERATING HOTELS—Area B and C:			
Boscobel	Without bath	$2.50	$4.00
	With bath	$4.00	$5.50 to $6.00
Crillon	With bath		$7.00 to $9.00
Eastbourne	Without bath	$3.50	$6.00
	With bath	$5.50	$7.50 to $8.00
Jefferson	With bath	$4.50 to $6.00	$7.00 to $8.00
Madison	With bath	$4.50 to $6.00	$7.00 to $10.00
Monticello	Without bath	$2.50	$4.00
	With bath	$4.00	$5.50 to $6.00

*** All rates given are European Plan.**

ASSOCIATION NEWS

The annual convention of the **Florida Vocational Association** was held March 24 and 25 in Tampa, Florida. The principal speaker at the annual banquet, which was held at the Crystal Ballroom, was President E. L. Williams of the American Vocational Association. Mr. Williams spoke of the work that our AVA is doing and has done and of the general progress vocational education has made in the nation since 1917. He called attention to the part vocational education must play in the years ahead in the training of our youths and adults to meet the challenge presented by the new technical developments of our times.

The following officers were elected: Mrs. Margaret B. Long, representing home economics, of Jacksonville, President; Mr. Don Hay, representing rehabilitation, Gainesville, Secretary-Treasurer; Miss Laura Ware, representing distributive education, Jacksonville, Vice President. The new officers begin their official duties on July 1, 1949.

At the business meeting of the convention, the FVA constitution was amended to provide that the president shall be chosen in rotation from the five major vocational fields in the order: home economics, agriculture, trades and industry, rehabilitation, and distributive education.

* * *

• "Preview of the AVA Convention of 1949" was the title of an address given by John A. McCarthy, New Jersey State Assistant Commissioner of Education, at a combined meeting of the **New Jersey Section of the AVA** and the Nu Chapter of Epsilon Pi Tau Honorary Fraternity which was held at the Hotel Berkeley-Carteret in Asbury Park on March 18. George W. Morgenroth, Assistant Director of the Essex County Vocational and Technical High Schools, presided, and Dr. Newbold E. Cooper, Vice President, Girard College, Philadelphia, Pennsylvania, addressed the group on "The Girard Educational Program."

Reports of officers indicated that the state committees for the 1949 AVA convention are actively engaged in plans for this event. A resolution was made, adopted and sent to the United States Senators from New Jersey urging them to use their influence to appropriate the full amount set forth in the George-Barden Act for the coming 1949-50 budget. A resolution was also made, adopted and sent to the State Assemblymen and State Senators urging their support for Assembly Bill 418 providing for increased state aid for vocational education, and Assembly Bill 95 setting forth the plan for appointment of the State Commissioner of Education.

The following resolution was passed in connection with the recent death of Charles R. Macrae:

"Through the death of Charles R. Macrae, President of the Brodhead-Garret Company, on Saturday, March 12, 1949, vocational education and industrial arts in our state and in our country have sustained a great loss.

"Mr. Macrae was distinguished by an abiding interest in education in general and had a particular interest in the work in our field. He also was unusual in his strong personal friendships, and those who knew him feel his loss keenly. He and the members of his staff have at all times contributed immeasurably to the hospitality and spirit of all local and national meetings of our organizations.

"*Therefore, be it resolved* that the New Jersey Vocational and Arts Association in convention assembled at Asbury Park, New Jersey, March 19, 1949, send copies of this resolution to Mrs. Macrae and to the officers of the Brodhead-Garret Company and further directs that copies of this resolution be spread on the minutes of the organization."

Officers for the ensuing school year were elected as follows: George W. Morgenroth, President; Vice Presidents: Owen E. Kiser, Agriculture; Harry Lesslie, Trade and Industry; Hilda E. Chilson, Home Economics; George O'Brien, Industrial Arts; John Barbour, Distributive Education; Dr. Clarence E. Partch, Life Memberships; John Bambara, Secretary; Charles A. Haas, Treasurer; and John A. McCarthy, Adviser.

* * *

• New officers of the Bay Section of the **California Industrial Education Association** are as follows: Howard Warren, San Jose, President; Dale Walfron, Hayward, Vice President; and John Satterstrom, San Jose, Secretary-Treasurer.

* * *

• The annual convention of the **California Industrial Education Association,** which was held in San Diego on March 25th and 26th, featured an address by Wesley Smith, newly appointed California State Director of Vocational Education.

* * *

• A 3-day Pacific region **FHA** meeting is scheduled to be held in Santa Barbara, California, in June. FHA regional meetings are being held this year in place of a national convention.

* * *

• The New York State College for Teachers at Buffalo is holding the annual **Spring Industrial Arts Conference,** May 2nd and 3rd. The conference will be highlighted by addresses given by outstanding leaders in industrial arts education, and exhibits by leading equipment suppliers for the industrial arts. It is sponsored and organized by Epsilon Pi Tau.

37th National Safety Congress

Joe Kelly, famed quizmaster of NBC's "Quiz Kids" radio program, will serve as moderator of a student panel discussion on teen-age driving at the 37th annual National Safety Congress, to be held in Chicago, October 24-28, 1949.

The panel will be composed of seven students from secondary schools in various sections of the country, chosen by their local communities. These "Safety Quiz Kids" will evaluate driver education and training on the basis of their own experiences, having successfully completed courses in this field.

WISCONSIN CAREERS CONFERENCE

Continuing a tradition begun on the University of Wisconsin campus in 1912, the women students in cooperation with the Office of the Dean of Women held its annual Careers Conference on February 23 and 24. Attendance at the two-day session totalled 2,800. Undergraduate women had an opportunity to hear 60 speakers from as many different fields discuss opportunities and qualifications for employment in their kinds of work.

Mabel J. Scott, President, Ohio Vocational Association

• The **Ohio Vocational Association** began the year 1949 with a keynote of cooperation in carrying out the vocational program, and a desire for a friendly understanding between the different sections. This spirit was very evident at the midwinter meeting held at the Deshler Wallick Hotel in Columbus, where the Superintendent of Public Instruction, Dr. Clyde Hissong, was the principal speaker. The reports of the activities of each section revealed to the others the correlation of interests and how each was working toward a common goal.

Vocational education in Ohio is under the splendid directorate of Joseph H. Strobel.

Mabel J. Scott, President, Ohio Vocational Association, described vocational education as "a unique phase of the general education program. It helps boys, girls, men and women in some particular way to become good workers, managers and citizens. It does not stop in a classroom in a school building. It enters the homes, workshops, stores, industries and farms of the nation to direct youth in finding its place in the world's progress. It is a program that looks to the future at the same time that it is developing the resources of the present, and cherishing the wealth of the past."

CIVIL SERVICE TEACHER EXAMINATION

The United States Civil Service Commission, Washington, D. C., has announced an examination for teacher (elementary, secondary, and vocational—$2,498 to $3,351 per annum) and teacher-advisor ($2,724 and $2,927 per annum) for duty in the Bureau of Indian Affairs, Department of the Interior. Interested persons may obtain further information and application forms at most first and second class post offices, from civil service regional offices, or from the U. S. Civil Service Commission, Washington 25, D. C.

• The third summer training laboratory in group development, conducted by the **National Training Laboratory in Group Development,** will be held at Gould Academy, Bethel, Maine, June 19-July 8, 1949.

PERSONALS

Joseph R. Strobel

Joseph R. Strobel, Ohio State Director of Vocational Education, was honored with the degree of Doctor of Education by Western Reserve University, Cleveland, Ohio, on February 2, 1949.

Dr. Strobel began his professional work at the Stout Institute at Menomonie, Wisconsin, and received his B. S. and M. A. degrees at Western Reserve University. He completed other graduate work at Teachers College, Columbia University, and Cornell University. Prior to his appointment as State Director of Vocational Education in 1945, he served as State Director of Vocational Training for War Production Workers.

* * *

William H. Roe has accepted the position of Vocational Education Research Specialist in the office of the Michigan State Board of Control for Vocational Education.

* * *

The Connecticut State Board of Education has announced the appointment of **Richard W. Howes** as Assistant Director of the Bureau of Vocational Education, State Department of Education. Mr. Howes will assist the State Director, Emmett O'Brien.

* * *

Dr. Edward C. Creutz has been appointed head of the Department of Physics, Carnegie Institute of Technology, effective July 1, 1949.

* * *

Dr. A. M. Field, who recently retired as head of the Department of Agricultural Education at the University of Minnesota, has accepted a position with the Minnesota State Department of Education as Assistant State Supervisor for Agricultural Education.

* * *

Elizabeth Hillier, Supervisor of Homemaking Education in the Michigan State Office of Vocational Education, has resigned in order to resume graduate study at the Ohio State University.

* * *

Henry J. Stubba has been appointed Director of Industrial Education in the Passaic, New Jersey, Public Schools. A graduate of Buffalo State Teachers College, Mr. Stubba received his Bachelor of Science and Master of Education degrees from Rutgers University. He has served as Assistant Principal and Principal of the Memorial Junior High School in Passaic. Mr. Stubba will supervise a comprehensive survey of the Industrial Education Division of the Passaic Public Schools. Clark W. McDermith, Passaic Superintendent of Schools, has announced the appointment of approximately twenty people to a study committee which has been organized for the purpose of preparing a complete report of industrial education in Passaic.

Dr. William T. Bawden and Mrs. Bawden, the former Maude M. Firth of Tulsa, Oklahoma

The marriage of **Maude Mary Firth** to **Dr. William T. Bawden** took place on April 16, 1949 in the Thorndike Hilton Chapel of the University of Chicago, Chicago, Illinois.

Mrs. Bawden has served as director of home and family life education in the secondary schools of Tulsa, Oklahoma, since 1924. Through her guidance the Tulsa public school curriculum in home economics has been expanded to include a broad program of home and family life education.

Dr. Bawden, former head of the department of industrial education, Kansas State Teachers College, Pittsburg, Kansas, has served as Director of Publications at Kansas State since 1945. A member of Phi Beta Kappa and a life member of the American Vocational Association, he received his Ph.D. Degree from Columbia University.

The AVA extends hearty congratulations to Dr. Bawden and sincere good wishes to his bride.

* * *

Frank W. Jenks

Frank W. Jenks, vice president in charge of merchandising services for International Harvester Company, has been elected chairman of the Sponsoring Committee for the Future Farmers of America Foundation, Inc.

The Sponsoring Committee is composed of representatives of the donors to the Foundation and was organized to promote greater participation in the Foundation by other business, industries, organizations and individuals.

Mr. Jenks has been interested in and actively working to promote the Foundation since its organization in 1944. A native of Virginia, he began his career with International Harvester in 1914 as a clerk in the Richmond district office.

CHARLES F. MACRAE

Mr. Charles F. Macrae, President of the Brodhead-Garrett Company, died in Cleveland, Ohio, March 12, 1949. The American Vocational Association deeply regrets the passing of Mr. Macrae who was a strong supporter of vocational education and a leading member of "The Ship" for many years.

DESIGN FOR PEACE

In an address before the convention of the American Institute of Architects, Houston, Texas, on March 18, Commissioner Sumner T. Pike, United States Atomic Energy Commission, said, in part:

"We must be intelligent enough to realize that the best defense against an atomic bomb is, as Robert Oppenheimer has said, not to be there when it goes off. In other words, space is the best defense. We must also be realistic enough to realize that our cold war opponent has more of this particular defense stuff than anybody else.

"So, I would suggest that you stop worrying about building atomic bomb-proof buildings, or about putting factories underground—except for those few installations which the national defense may mark as priority targets—and keep in mind that our strongest defense or the best offense in either a cold war or a hot war is the healthiest and best educated population and the most efficient industrial machine. You may increase the reinforcement in industrial structures and bridges, thickening the concrete and putting in cross-bracing in these and ordinary commercial buildings. You may want to use non-inflammable materials in all structures, especially dwellings. But it will be the rarest case in which you will greatly change a building design solely for reasons of defense against atomic bombs if the change interferes with the primary function of the building, or if the change results in a burden on the user which lowers his ability to do a job that is important to the country. . . .

"We all should keep in mind, in facing all of the problems of the atomic age, that the things that make America great in peace are the things that make her strong in war. First is that our people have a life worth defending. This and the things that flow from it are the best possible weapons in a cold war. They make up our war potential when peace is lost. To design for peace is our best defense."

"Making Democracy Work" has been announced as the theme for the 1949 observance of American Education Week, to be held November 6-12, under the joint sponsorship of the National Education Association, the American Legion, the Office of Education and the National Congress of Parents and Teachers. Daily topics, as announced by the AEW Committee, are: Sunday, November 6, "The Worth of the Individual"; Monday, November 7, "Educational Opportunity"; Tuesday, November 8, "Responsible Citizenship"; Wednesday, November 9, "Health and Safety"; Thursday, November 10, "Home and Community Obligations"; Friday, November 11, "Our Freedom and Security;" and Saturday, November 12, "Next Decade in Education."

"Oliver" Speed Lathes

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Ideal for school shops. No. 159A has rigid bed. Runs smoothly at high speeds. Easy, safe to operate. Swings 12" diameter, 24" between centers. Ball bearing headstock adjustable 800 to 2750 r.p.m. Also furnished as combination Spinning Lathe and Wood Turning Lathe.

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Books and Bulletins

GENERAL

Basic Information Sources, prepared by the Inquiry Reference Service, Office of Domestic Commerce, U. S. Department of Commerce, Washington 25, D. C., 1949.

Three additional pamphlets in the Inquiry Reference Service series have been released as follows: *Retail Drug Stores, Leather and Its Raw Materials,* and *Still Picture Photography.* These pamphlets present in bibliography form the government and private publications, periodicals, and trade papers in the respective fields. Address inquiries to the Office of Domestic Commerce, U. S. Department of Commerce, Washington 25, D. C.

Vocational Training of Adults in the United States, International Labor Office, Geneva, Switzerland, 1948. 223 pages, $1.25.

This is one in a series of monographs being issued by the International Labor Office on vocational training and retraining in different countries. Training programs and techniques developed by government, management and labor in the United States to supply American industry with skilled manpower are described in this study. Copies may be obtained from the Washington Branch, International Labor Office, 1825 Jefferson Place, N. W., Washington 6, D. C.

A Cross Section of Vocational Education in Kansas, prepared by the staff of the State Board for Vocational Education, Topeka, Kansas, 1948. 46 pages. Illustrated.

A complete review of vocational education in Kansas, this pamphlet features pictorial sections and statistical sections for each of the five major fields. In an introduction, C. M. Miller, Director, Kansas State Board for Vocational Education, says: ". . . there are still questions in the minds of a great many people concerning the operation of our program. They want to know what it is, how it is supported, how it functions, and how their schools can participate. In an attempt to answer some of these questions, we have prepared this little pamphlet."

U. S. Government Films for School and Industry. Castle Films, 1445 Park Avenue, New York 29, N. Y., 1949. 50 pages, free.

This catalog lists and describes 1,964 motion pictures and filmstrips of the United States Government—visual aids for school and industry. It includes not only the training films of the U. S. Office of Education, but films of twelve other government agencies. Any listings in this catalog may be purchased from Castle Films Division of United World Films, Inc. Schools and other non-profit making institutions receive a 10 per cent discount.

The Story of Silk, by William F. Leggett. Lifetime Editions, Inc., 435 East 24th St., New York 10, N. Y., 1949. 361 pages, $5.00.

A descriptive history of silk from its very beginning as it was first introduced in China, this book contains a helpful bibliography and glossary of silk names in general use.

The World within the Atom, by L. W. Chubb. Westinghouse Electric Corporation, Pittsburgh 30, Pa., 1946. 32 pages, free. Illustrated.

This Little Science Series booklet has been reprinted for the third time. It describes the work of Thomson, Rutherford, Bohr, Curie, and other scientists, and gives important background information on nuclear physics and on the development of the atomic bomb. Copies for classroom distribution can be obtained from the School Service Department, Westinghouse Electric Corporation, 306 Fourth Avenue, Box 1017, Pittsburgh 30, Pa.

Our Conservation Job, by Stephen Raushenbush. The Public Affairs Institute, 312 Pennsylvania Ave., S.E., Washington, D. C., 1949. 64 pages, 50 cents.

A new way to obtain systematic soil and range, forest, fuel and energy conservation in the United States is presented in this pamphlet.

AGRICULTURE

Vermont FFA Handbook, 1948-49, prepared and published by the Vermont Association of FFA in cooperation with the Agricultural Education Service, State Department of Education, Burlington, Vt. 86 pages.

Vermont Future Farmers have issued a handbook for 1948-49 which is a complete guide to activities and lists a directory, FFA calendar, FFA chapters, information on contests and degrees, the Vermont 1948-49 program of work, and many other items of importance.

GUIDANCE

U. S. Navy Occupational Handbook, prepared under the direction of the School and College Relations Officer, Bureau of Naval Personnel. U. S. Navy, Bureau of Naval Personnel, Washington 25, D. C., 1949. 144 pages. Free.

Available to all secondary schools and colleges, this new occupational handbook and duplicate Vocational Information Briefs contains a comprehensive story of vocational-career possibilities in the Navy's 62 major job fields. Instructors of vocational education will be interested in materials on building, business, machinery, mechanics, electricity, drafting, printing, radio, sheet metal, and plumbing. Classroom teachers and administrators of vocational education programs will be supplied with a copy free of charge by addressing the Bureau of Naval Personnel, Washington 25, D. C., Attention: School and College Relations Officer, Pers—6252.

Occupational Outlook Handbook, prepared in cooperation with the Veterans Administration by the Bureau of Labor Statistics, U. S. Department of Labor, Washington 25, D. C., 1949. 453 pages, $1.75.

Designed for use in schools and colleges and all agencies engaged in the vocational guidance of young people, this handbook presents complete information on major occupations in the United States. Copies may be obtained directly from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

The Field of Recreation, by Walter L. Stone. The William-Frederick Press, 313 West 35th St., New York, N. Y., 1949. 41 pages.

The purpose of this monograph is to show, first, the place and function of recreation; second, its relation to other fields of service; and third, to distinguish between method and function. Recreation, as a field of human relations, is defined in broad terms.

The Skin Problem Facing Young Men and Women, by Herbert Lawrence. Timely Publications, 303 Sutter St., San Francisco 8, California, 1949. 70 pages, $1.00.

An authoritative explanation of the causes of acne and its treatment, this book includes a "Message to Parents" which presents advice for the benefit of those who have children with skin problems. A sympathetic and matter-of-fact approach to acne's psychological effects on young people and a complete, frank discussion of the subject on a factual basis do much to lay at rest the misconceptions and falsehoods so commonly associated with uninformed comment on acne. This work is especially recommended for use by guidance counselors and teachers.

Student Personnel Services in General Education, by Paul J. Brouwer. American Council on Education, Washington, D. C., 1949. 317 pages, $3.50.

A study which emphasizes the conviction that all those who influence the educational experiences of students are personnel workers. Intended for the use of those who work with students, it analyzes ways to identify and satisfy student needs through the coordinated use of fact-finding devices and personnel services.

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Comics, Radio, Movies—and Children, by Josette Frank. Public Affairs Committee, Inc., 22 E. 38th St., New York 16, N. Y., 1949. 32 pages, 20 cents.

This Public Affairs Pamphlet No. 148 presents a thorough discussion of the effect of comics, radio and movies on children. It offers advice to parents on how to meet the problems that these mass media create.

Guiding Human Misfits, by Alexandra Adler, M.D. Philosophical Library, 15 East 40th St., New York 16, N. Y., 1948. 114 pages, $2.75.

Intended as a guide for those who come in contact with the misfits and failures of human life, this book presents, in terms comprehensible to the layman, information which the author has acquired in actual clinical experience.

Collegiate Courses in Aviation, prepared for, and with the cooperation of the Civil Aeronautics Administration by the American Council on Education, Washington, D. C., 1948. 60 pages.

This pamphlet presents an up-to-date survey of collegiate courses in aviation and related fields which are offered by colleges and institutions throughout the United States. Copies may be obtained from Aviation Training Staff, Civil Aeronautics Administration, Washington 25, D. C.

HOME ECONOMICS

Textile Swatchbook, by Dorothy M. McCoy. University of Buffalo, Buffalo 14, N. Y., 1949. $1.00.

Of looseleaf construction, this book contains space for mounting up to 100 swatches of fabrics with accompanying information. It may be used with any textbook, as it follows logical outline from fiber to fabric and includes sections on new finishes and the newer synthetics. Copies may be obtained from the University Bookstore, University of Buffalo, Buffalo 14, N. Y.

INDUSTRIAL

Home Mechanics, by J. C. Woodin. McKnight & McKnight, Bloomington, Ill. 104 pages, $1.25. Illustrated.

Authored by an AVA vice president, this book has been prepared to answer the need which has existed for many years in the fields of elementary and secondary education for practical courses in household mechanics for both boys and girls. The units are applicable to elementary, junior high, senior high, and adult groups, and will equip students to handle the many household repairs which are normally turned over to tradesmen.

Machining of Metal, by Robert E. Smith, Ph.D. McKnight & McKnight, Bloomington, Illinois, 1949. 224 pages, illustrated.

A revised edition, this text includes complete sections on the operation of the tool grinder, drills, the lathe, the shaper, the milling machine, the power hack saw, metal cutting band saws, and surface grinding machines.

Mathematics for Electricians, by Martin H. Kuehn. McGraw-Hill Book Company, Inc., 330 West 42nd St., New York 18, N. Y., 1949. 372 pages, $2.80.

Included in the new material featured in this third edition are a chapter reviewing the fundamental processes of arithmetic, a chapter on logarithms, and two chapters on alternating-current work.

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Basic Electrical Principles, by Maurice Grayle Suffern. McGraw-Hill Book Company, 330 West 42nd St., New York 18, N. Y., 1949. 430 pages, $3.20.

Vocational educators will find this up-to-date text outstanding in its practicality, simplicity and excellent organization. Designed to present electricity fundamentals on a vocational level, and profusely illustrated with clear and simple line drawings, this work will give vocational students the background needed for training in electrical and related fields. In approach, electricity is treated as a practical trade tool, and is explained in terms of electron motion, omitting lengthy discussions and countless formulas and substituting simple, concise, illustrated examples.

Architectural Drafting, by William Hornung. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11, N. Y., 1949. 154 pages, $3.40.

This book is a development of material that has been used successfully for instruction in Architectural Drafting in the National Technical Institute in New York City. The author feels that many other vocational and technical schools and individuals will find it of value for a full course in the title-subject.

Architectural Drawing for the Building Trades, by Joseph E. Kenney and John P. McGrail. McGraw-Hill Book Company, 330 W. 42nd St., New York 18, N. Y., 1949. 128 pages, $3.00. Illustrated.

This beginners' text in architectural drawing introduces the student to drafting instruments, explains their use, and provides exercises for the practice of their

(*Continued on page* 32)

A V A PUBLICATIONS

Research Bulletin No. 2—A Study of Industrial Teacher Education at the Graduate Level. 1941. Pp. 42. Price, 10 cents each; 10 or more 5 cents each.

Research Bulletin No. 3—"Factors Affecting the Satisfactions of Home Economics Teachers." 96 pages, 1948. Price 75 cents.

Survey Forms for use in making local or area studies of graduates and former students of industrial, home economics, or agricultural education schools or departments; useful to occupational guidance, training, and placement programs. 1940. Pp. 4 ea. Prices: 10 copies, 15 cents; 100 copies, $1.05; 1,000 copies, $8.25.

An Enlarged Program of Vocational Education With Special Reference to Larger Administrative Units. 1943. Pp. 52. Price, 40 cents each; 10 or more, 35 cents each.

Improving Instruction in Industrial Arts. 1946. Price, 25 cents each; 5 or more, 20 cents each.

State Supervision of Industrial Arts Education. 1946. Free.

America's Vocational Schools. 1945. Pp. 56. Single copies Free.

Evaluative Criteria for Vocational Education in Agriculture. 1942. (Revised). Pp. 75. Prices: 20 cents each; 10 or more copies, 15 cents each.

Manual of Directions for Use with "Evaluative Criteria for Vocational Education in Agriculture, 1942 Revision." 1943. Pp. 15. Prices: 1 to 9 copies, 10 cents each; 10 to 99 copies, 9 cents each; 100 or more copies, 8 cents each.

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BOOKS AND BULLETINS

(*Continued from page* 30)

use. It also includes sufficient Pictorial Drawing and Orthographic Projection to serve as a basis for further study.

The Aviation Mechanic's Aircraft Manual, by John W. Vale, Jr. McGraw-Hill Book Company, 330 West 42nd St., New York 18, N. Y., 1949. 748 pages, $6.00.

This text is a complete ground-school course for the aircraft mechanics student and includes all the subjects taught by government-approved schools. It includes all mechanical subjects required by the new Civil Aeronautics Administration certification system.

Aircraft Electrical Systems, Hydraulic Systems, and Instruments, by Colonel Rollen H. Drake. The Macmillan Company, 60 Fifth Ave., New York, N. Y., 1949. 393 pages, $5.60. Illustrated.

This is the fifth volume which has been published in the seven-volume Drake series of texts and handbooks for aircraft mechanics. It provides the instruction needed for the CAA aircraft and engine mechanic certificate and special ratings in the subjects under discussion. Both theory and practice are fully covered.

Carpentry Mathematics, by J. Douglas Wilson and Clell M. Rogers. McGraw-Hill Book Company, 330 W. 42nd St., New York 18, N. Y., 1949. 249 pages, $2.20.

A new second edition of a practical text which brings all material up to date and offers improved clearness and modernization in terminology, this book's main objective is to provide students with a working knowledge of mathematics applied to carpentry work.

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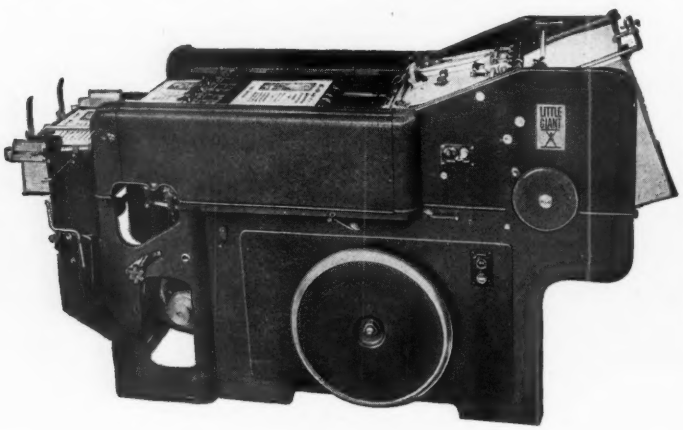

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INDEX TO ADVERTISERS

Alminum Company of America, 13
American Type Founders, 32
Barrett Brake School, Inside Back Cover
Delmar Publishers, 23
Delta Mfg. Division, Back Cover
General Electric Company, 25
General Machinery & Equipment Co., 32
D. C. Heath, 30
International Harvester, Inside Front Cover
Manual Arts Press, 29
McGraw-Hill Book Company, 20
Oliver Machinery Co., 28

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